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THE SPECTATOR

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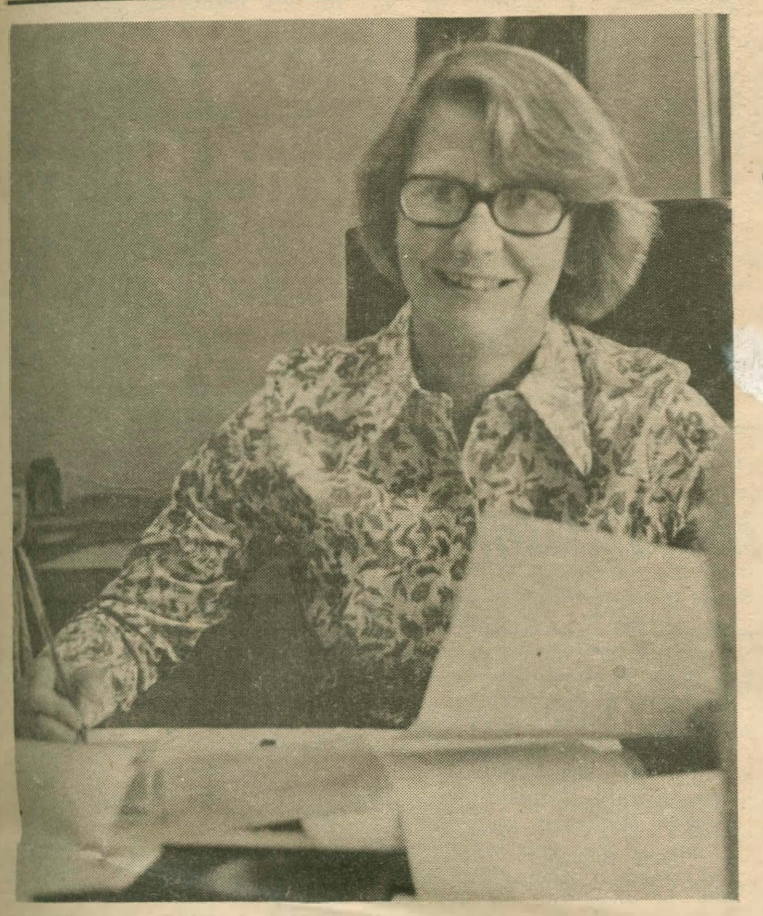


Dean of Academic Affairs Catherine Frazer points to quality guidelines

Third Rape in Year Reported Saturday

By ROBERT MILLER
and DOUGLAS GLUCROFT

The Kirkland student raped last Saturday evening by a man who picked her up at the Clinton hitching post and attacked her 25 miles from here is "in seemingly okay condition," according to Dean of Student Affairs Jane Poller.

The man was driving a "non-descript" pick-up truck and was armed with a shotgun and at least two knives, said Poller. The case is now under investigation by the Herkimer County State Police. No one has yet been apprehended.

This week's incident brings the number of reported rapes involving Kirkland students in the past year to three. All three students were alone at the time of abduction. The previous two incidents, which took place last October and last May, involved women who were walking alone late at night in fairly isolated and wooded areas of the compus.

Last Year's Incident

According to Oneida County Assistant District Attorney Edward Wolff, a man has been charged with first-degree rape and first-degree sodomy in the May incident. The man charged, James Jones, who, according to the assistant district attorney, gave a Paris Hill Road, Clinton address when arrested, has been indicted and arraigned. He is now awaiting pre-trial motions in Oneida County jail.

Wolff declined to make further comment on the investigation. He said that no charges have been brought against anyone concerning the October incident.

"All three women tried to maintain their composure during the time of each incident, which certainly helped their well-being," said Poller.

Poller said that 13 other "incidents"—including propositions, indecent exposures, and "close calls"—have occurred in the past fifteen months, of which at least half have involved pick-up trucks.

Hitching Danger

"It's just common sense that it's harder to get in and out of such vehicles. I advised women last spring and readvise them now—unless they know who is in that pick-up truck, it's terribly dangerous," said Poller.

The recent rape is unique for this community in that it is the first reported rape which resulted from hitchhiking and which occurred in daylight.

At a community meeting held Tuesday, called by Poller "to dispel rumors, provide information and discuss feelings" about the rape, the dean said that because "hitchhiking is a way of life around here, we need to do a better job about how we do it."

Besides "common sense precautions" such as hitchhiking with another person and observing a car before getting into it, Poller said that a more visible means of identifying safe vehicles is needed.

Issuance of Stickers

One measure that the Student Affairs Office has taken is the ordering of 500 day-glow stickers to be registered with and placed upon vehicles whose owners are

continued on page ten

SCACA To Work On Curriculum Reforms

By WENDI PASHMAN

The Standing Committee on Academic and Curricular Affairs (SCACA) has been asked to prepare two proposals for a pilot program that will implement the Curricular guidelines— designed to serve as qualitative graduation requirements—that were approved by the Board of Trustees as part of the Second Decade Report, Dean of Academic Affairs Catherine Frazer said this week.

SCACA will make more specific the broad policy changes contained in the report. By February, Frazer said, the Board hoped to have plans for implementation.

Quality, in addition to quantity, in a Kirkland education is one of the major themes in the report. It affirms the need to go beyond the present quantity requirements of needing 32 courses for graduation. "Quantity requirements," the report states, "have contributed less to the institution's educational excellence than was desired."

Quality

Broad qualification guidelines for graduation are outlined in the report but more specific recommendations will be forthcoming from SCACA. Assessment of each student's performance at numerous points along her academic career are the keynote. Certain qualities will be demanded of the pre-concentrator, the concentrator, and the concentrator for a degree.

Proposed guidelines for the pre-concentration phase are the ability to write coherently both impromptu and with previous preparation, to use the tools of research in one or more areas of knowledge, to show familiarity with basic principles in two disciplines or areas, and to read with comprehension in a third area considered to be of "reasonable difficulty" by the advisors

Concentration Requirements

Guidelines for the concentration phase include work of depth acceptable to the group in a discipline or field of knowledge in addition to a piece of work showing that the student has control of methods and material in her concentration area. In addition, knowledge of a "foreign" culture and a broadening employment experience will be required.

Evaluations will continue to be an important assessment measure. According to Frazer, our present senior projects are also "ideal" examples of accomplishment.

"The Student will have to prove herself, but how is the question" said Frazer

Much of the responsibility will be on a revised advising system that will more strongly direct the student. Frazer said that the new system will provide "educational experiences that will integrate and direct students in options." According to Frazer, the new system will make the student more independent.

Curriculum Report:
Excerpts on
Pages 6 and 7

In fact, "self-fulfilling interdependence" will be one of the goals of the advising reform, the report read. This means that students will be encouraged to develop personal and intellectual independence with emphasis on self-education.

Tutorial/advising Group

A tutorial/advising group option is specified by the report as one possible means to this goal. This would involve the aggregation of two faculty members and a few students with similar aims. Together, the group would be responsible for "coherence" and "quality" in each student's program. While the report makes a commitment to using present resources, the heavy emphasis on advising will entail a re-thinking of faculty responsibility. A trade-off between allocation of faculty time from one area to another is a proposal of the report. An outcome of the reform may be a reduced course load for faculty and a possible increase, from 20-35, in the number of students allowed to enroll in each course.

The report asks that the term "innovation," as it refers to Kirkland's educational policy be set aside in the second decade because of its "excessive" and "imprecise" use. Nevertheless, Kirkland's commitment to an open and experimental approach is reaffirmed in the report.

10 at Hamilton Still on Housing Waiting List

By BOB GRIEVES

Ten Hamilton students still remain on Dean Bingham's waiting list for dorm vacancies, while Noni Scott, Director of Residence at Kirkland, reports that all Kirkland students have now been placed in regular college housing.

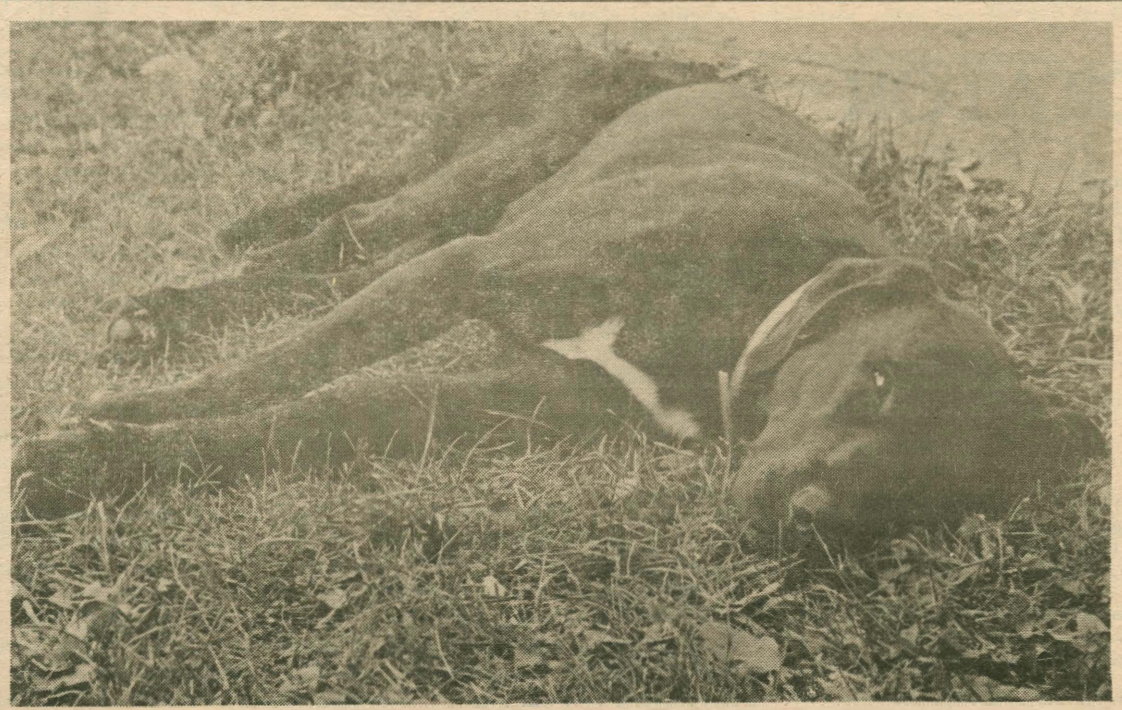
"The situation will certainly be taken care of this semester, although it may take the whole semester," Bingham said. Two apartments normally rented to faculty and a house might be open to students in the near future, according to Bingham.

"We are contemplating a slightly revised procedure for withdrawals and absences. People would realize that when they take leaves of absence they might not be able to come back whenever they wish.

"In the case of specific leaves of absence, the student would be able to come back to campus at the end of his stated period of absence, and after having confirmed with the college his intention to return two months prior to his arrival on campus. In the case of an honorable withdrawal (with no termination date specified) the student would be taking his chances."

"We've had one crazy year after another with respect to withdrawals. The number of students deciding not to return in the fall has been growing in the last three years. This year that number declined, and caused problems. Why that decline occurred is not clear. When students talk about withdrawing I try to determine if it's a positive step (they want to sort themselves out) or a negative step (they're afraid they're going to receive three C's and a D). I can't prevent a student from leaving, however."

Noni Scott believes the Kirkland housing problem solved itself. "There were Kirkland rooms that just opened up—people let us know they weren't coming back. This was an unusual semester, but according to TIME and educational magazines, private women's colleges are enjoying increased enrollments. Last spring I would have said the opposite."



One of the Hill's canine wonders—for full details see page five

Editorials

Rape Vigilance

Again, a Kirkland student has been raped.

Again, the community reacts with rekindled anger, fear, and uneasiness.

How can the College Hill community help to prevent another such crime against one of its members?

At this point vigilance must be the watchword for Kirkland women hitching, walking—indeed, enjoying the mobility they ought to have—here in quiet Clinton. Scores of streetlights, jitney journeys to town, and escorts around campus will be to no avail unless personal vigilance prevails.

To the dismay of many, vigilance requires suspicion where trust existed before. It requires aloofness where sociability could once be confidently engaged in. With three rapes and 13 other sexually oriented incidents, the attitude that "those sort of things don't happen here" has quickly become painfully obsolete.

College Hill can no longer claim to be untouched by the crude horrors of more populated areas. With a young, female population, many of whom travel with great independence, the Hill is a vulnerable locale for sex crime. But with individual and collective attentiveness to whom we hitch with, perhaps this newspaper will not have the unpleasant responsibility of reporting yet another assault of a Kirkland student.

Rebates Now

The number of Hamilton students being inconvenienced by the housing shortage has been halved since the beginning of college. Dean of Students R. Gordon Bingham and the faculty who have offered their homes merit the thanks of the student body.

However, the helpful stance of the administration in no way obscures its responsibility to compensate those who apparently will have to endure long-term crowding. Again, it is important for the college—unless it wishes to make only an insincere gesture to the crowded residents—to be forthcoming with fair remuneration for those students.

Certainly $100 rebates to the students who have been inconvenienced will not mean financial hardship for Hamilton, and, indeed, such a move would express the college's gratitude to those students, who, because of a certain number drawn by chance in last year's lottery are the few remaining victims of the housing shortage now.

Thinking Ahead

Although the year has hardly begun, students interested in obtaining fellowships and grants for academic year 1976-77 had better find out about them now.

Department and divisional chairmen at both colleges usually have information on graduate studies which include financial support in their fields. And the academic deans at the colleges can also direct interested students toward graduate plans. (At Hamilton, one should note that Professor of Government Channing Richardson is the person to see about Watsons and Fulbrights.)

And new and notable in this year's array of competitive grants are some for undergraduates. The National Science Foundation will now accept petitions for financial support from persons who will be seniors next year.

THE SPECTATOR

VOLUME SIX NUMBER THREE

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Letters to the Editor

Venturing suggestions for the SAC

To the Editor:

I read your recent report on social tax revenue drop with indifference (for personal reasons) and regret.

According to the report, 75% of the revenue every year goes to 3 or 4 concerts. I admire the efforts of the organizers in trying to overcome the difficulty of attracting bands to a small, relatively isolated college. But I wonder why they don't put *more* emphasis on other types of activities since the concerts are so difficult to arrange. Alternatives to concerts, such as the Two-Penny Circus, have been tried. But the fact that 75% of the revenue last year was spent on concerts indicates to me that the organizers are still holding the assumption that the main interest of the social tax holders is still in concerts. In view of the small percentage of students paying the fee, it may be time to examine whether this assumption is a mere assumption, a reality or an illusion.

Considine and Janata were pleased with the high rate of freshman tax-holders. But I am shocked at this high percentage. The higher the percentage of freshman tax-holders, the lower the percentage of upperclass student tax-holders. Assuming that 50% of the whole student body and 84% of the freshman class paid the fee, and freshmen constitute 25% of the student body, then calculation shows only 29% of the upperclass students paid the fee. If I were the organizers, I would be distressed at the figures, not pleased, The high percentage of freshman tax-holders does not reflect their support of the SAC program but the low percentage of upperclass student tax-holders does reflect their lack of support. The question to be posed is: Is the SAC program really providing desirable entertainments to students?

The sharp decline in revenue after the increase in fees has also brought to light some interesting economic data. Assuming that student interest in SAC activities and other economic factors remains constant (which is a bad assumption, but let us grant it for the moment), the decline shows that the organizers have misjudged the demand elasticity for SAC activities. Maybe the demand is much more elastic. Maybe instead of raising the fee, they should have lowered the fee. The bad assumption may require compensations in drawing the conclusion, but my feeling is that the bias is not so great as to account for all the decline.

Let me venture some suggestions:

1) Enlarge the scope of SAC activities by incorporating the films programs presently run by the two independent film *societies* in the SAC. *Social* tax-holders should be entitled admission to the film program in additon to other activities. I believe this change will be beneficial to both the film program and the SAC, both of which are experiencing financial difficulties, if not administrative problems.

2) Change the emphasis of activities by reducing the number of concerts to 1 or 2 per year. But sponsor more popular activities such as community beer, dance, etc.

3) Lower the fee to $25 or lower if estimation and extrapolation from past data shows this to be desirable. The cut back in concert expenses may even show that this amount is adequate without significant rise in the percentage of tax-holders.

Name witheld upon request

Covering the Senate

To the Editor:

For seemingly unexplainable reasons, the Spectator has chosen to continue its policy of providing little if any coverage of Hamilton Student senate meetings. While some of these meetings may be considered "dry" by some individuals, the decisions made by the Senate affect the entire student body.

The Senate at its May 1 meeting discussed the Buckley Law, and how it would affect Hamilton students. Also discussed was a plan for reorganization of the film societies. Yet the Spectator chose to report only the Senate's censure of the administration. After the following meeting, a report was given to the Spectator concerning the operation of the bookstore. It chose not to present this information to the students. In fact, the Spectator has been so lax in this area, that it failed to publish the results of the Senate elections!

The Senate must make decisions which represent the wishes of the students. The dissemination of this information must be instituted, and certainly, as one of the most widely read and respected publications on the Hill, it seems logical that the Spectator would consider the task of informing the students of these decisions its duty. Certainly these events are newsworthy.

Additionally, I would urge students to attend Senate meetings, which are held every other Tuesday in the Senate room of the Bristol Campus center.

An effective Senate is impossible without student input, and I would therefore urge the Spectator to aid in this process. For good or bad, the Senate does act in ways which are of direct concern to the students of Hamilton and Kirkland colleges. Their participation is vital to its effective and representative operation.

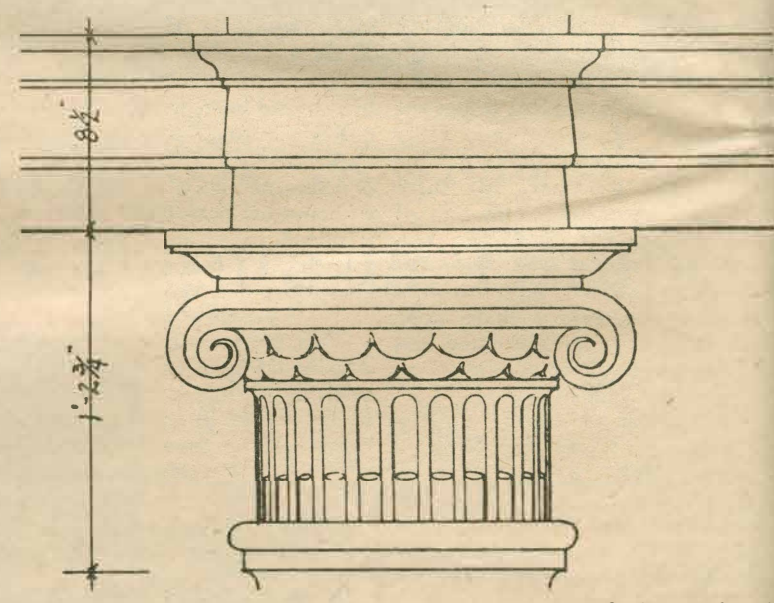
Guy Arcidiacono, '78
Student Senate

For the study of Classics

To the Editor:

With reference to your editorial last week, (Sept. 5th issue): *of course* no one would suggests a return to required Classics courses, Everyone knows how ludicrous *that* would be. After all, the study of Classics is merely the pursuit of the anachronistic by the arcane. We all know it's useless in the real world, and that the only reason it's even kept in the curriculum at Hamilton is due to some misguided sense of tradition. It's a pity we can't be realistic and simply abolish the department altogether. Oh, there are a few who will say it's goods for your vocabulary to study Latin or Greek. Some will even say the discipline you need for studying classical languages is good for you. But vocabulary and discipline are available elsewhere. Others might say that the systems of these languages, if you master them, will help you to apply systems analysis in other, unrelated fields of endeavor. And the real die-hards will say that the foundation stones for Western Civilization and for all the modern disciplines, from mathematics to politics, were laid in ancient Greece and Rome.

But who cares about the Past? Let's study the things of today; the beginnings are long ago and unimportant. I suppose, however, the College is more or less locked-in to keeping the Classics since more students each year choose to deprive themselves (by



electing to study the subject) of the opportunity to study *important* things. It was a real source of amusement to some, (and chagrin to others), that when, six years ago, distribution requirements were dropped, the Greek 11 enrollment went up 500%. (It should be noted that this dramatic increase created no problem as far as additional classroom space requirements go since, in actual numbers, there were 5 students where there had previously been only one.)

But let me share some news. I have at last found one practical use of the study of this subject. (I was sort of "persuaded" to take it.) I find the authors of my case books take what I consider to be a fiendish delight in throwing in untranslated Latin phrases, here and there. This is undoubtedly designed to impress first year students with the erudite and esoteric nature of the study of Law. But licky me! I save all sorts of study time, since I don't have to look them up. I wonder why the professions (I hear medical texts use Latin *and* Greek phrases—undoubtedly for the same reason as the authors of my texts) persist in using this outmoded means of expression. It beats me, but since they do, there is some practical use for the study of Classics, after all. Of course, it's a limited one and it only affects those who go on to professional school, but it is a use, and a practical one, for the pursuit of this anachronistic subject. I guess it will have to remain in the curriculum, but heaven forbid that it should ever be a requirement!

Mary Frances Cunningham
The author of the letter above is married to Associate Professor of Classics James Cunningham.

Uncle Sam in a Can

By Bill Harley

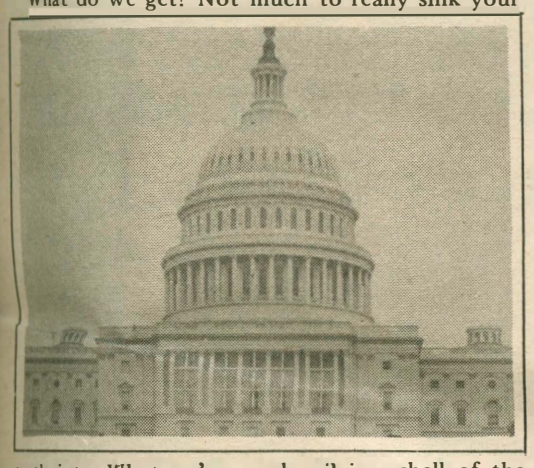
Just like Pringles.

It figures.

We've been packaging things for so long that we've forgotten how to do anything else. Anything to catch somebody's eyes, just for a second. Just so they'll buy what we're selling. So how could we ignore the opportunity handed to us? A bicentennial only comes once, and you have to wait 200 years for it at that. The packagers went to work and we're now in the middle of the finished product. The American Revolution has been chopped up, glued back together into nice little shapes and put into a cute red, white, and blue can.

Just like Pringles potato chips.

What do we get? Not much to really sink your



teeth into. What we've produced is a shell of the revolutionary times and ideas. Costumes, flags, and postcards. By the end of this thing I will sure as hell know what a Continental soldier looked like (although I even have my doubts about those uniforms), but I won't know what was underneath that shell. What was that guy underneath that neat little three-cornered hat thinking?

Speculating about the Founding Fathers is risky business. However, I think one can say a few things safely...and seriously. First, whether they were elites, egalitarians, radicals, or whatever, I think it's obvious that the authors of the Declaration and Constitution tooks their business to heart. Their revolution against a European state was aprecedent, and they knew it was. Consequently, "life, liberty, and the pursuit of happiness" were not hollow words, but rather a call for a new consciousness. A transformation was taking place. In their minds, if liberty was to be preserved, independence from England was necessary.

The call for liberty leads to a second point: if Tom, George, Ben, and the rest of the boys could see what their baby has grown to become they would roll over in their graves. A military-industrial state, spending billions of dollars on "defense," controlling the affairs of other recognized nations, and run by egomaniacs, certainly doesn't seem in harmony with the plan. Nor does the state of our internal affairs, with corporations controlling the economy and with the poor minorities taking the brunt of any national hardships.

What are we celebrating? If we're going to celebrate the "Real Thing," we had better take another look, not at the niceties of the 1770's but at the problems of the 1970's. Do we believe in liberty and equality? If we do, I can't think of any better way of celebrating those values than trying to live up to them.

Our ancestors knew they hadn't reached a utopia when they finished their documents or won the war. Adams said, "The American war for independence is over but the American revolution has just begun." Is it continuing now? Is our government out to change its form on the way to something better? I think not.

If you're going to work towards something, you have to take a look at what's happening now. It hurts. But if there's any remnant of the American Revolution in this mess, it must be in the ideals, and not in what the Founding Fathers were wearing when they signed the Declaration of Independence.

I'll take just plain potatoes before our packagers get to them. They're packaged pretty nicely. And you can't eat a Pringles can but you can eat potato skins.

Hard Times

West Side Story

By David Ruben

It was a typically steamy, humid and grey afternoon. New York in August. A city in heat. I was walking home, uptown, on Broadway. It felt good to be in town again after a summer of seaside escape. A few days to breathe soot before the annual pilgrammage to Clinton. A brief oppurtunity to freshen the urban state of mind. To store up enough diversity to last through months of College Hill's essential homogeneity. Old people. Non-white people. Poor people. Ugly people. Weirdness. Filth. Insanity.

Passing the Blimpie's where the junkies hang out on 86th street, I almost ran down a young woman,

..a burgeoning intellectual, confronted by a poor, misguided, ignorant soul...

standing on the corner. She smiled and asked, "Can I talk to you for a minute?"

Now there are enough zealous religious soliciters roaming New York's streets to supply a crusade. Mostly young, well-dressed, and neatly scrubbed, they waylay pedestrians with a divinely-inspired vengeance. Normally my defensive strategy consists of a quick "Sorry – gotta catch a train," followed by a glance at my watch and a fifty-yard dash arounds the corner. This evening, though, I had nothing to do and an unusual curiosity. I stopped.

"Do you know about God?" She was my age, blonde, and white-bread plain.

"Not really".

"Would you like to?"

"Not really"

"Why not?"

"Well...I guess I don't really believe in God."

A concerned expressions crossed her face. "I'm sorry to hear that."

I was about to tell her it didn't really cause me alot of grief. I was about to cross the street. But as a speeding taxi stopped me short, I had a flash. Here am I, a burgeoning intellectual, confronted by a poor misguided, ignorant soul. I could turn the tables! Convert the missionary! Really put that book-learning to the test of the The Street – here was the chance. I boldly took the offensive. "Why do you believe in God?"

She smiled. "Because I have faith."

My mind was clicking furiously. Come on Ruben. Two full years at a prestigious, almost first-rate, ivy-covered, private college. Philosophy major. Citizen of an intellectual community. Schooled in rational discourse, not to mention topic sentences. All the advantages.

Somehow her smile grew larger. "He has changed my life...I know and love Him."

Quick. Argue. Say something. "But how do you know? What proof do you have? How can you believe in something irrational? I go to college, and we learn about science and reason and truth and..." My brain was furiously trying to recall the fifty-seven refutations of the Ontological argument. I pressed on. "How can we humans communicate if you won't accept rationality as a standard?", I posed triumphantly.

Her eyes met mine. "You learn that in a classroom. God has changed my entire life. I believe. Here, take a pamphlet. And have a nice day."

Confused, and mumbling stupidly in a manner quite unfitting for a student at a college with such a fine rhetorical tradition, I crossed the street and headed home. But when I graduate and get that crazy piece of parchment, I'm going back to 86th and Broadway and show it to that misguided girl. Then she'll believe me. Won't she?

the notes

TEST DATES FOR NATIONAL TEACHER EXAMINATIONS

Students completing teacher preparation programs may take the National Teacher Examinations on any of the three different test dates announced today by Educational Testing Service, a nonprofit, educational organization which prepares and administers this testing program. New dates for the testing of prospective teachers are: November 8, 1975, February 21, 1976, and July 17, 1976. The tests will be given at nearly 400 locations throughout the United States, ETS said.

The Bulletin of Information for Candidates contains a list of test centers, and general information about the examinations, as well as a Registration Form. Copies may be obtained from college placement officers, school personnel departments, or directly from National Teacher Examinations, Box 911, Educational Testing Service, Princeton, New Jersey 08540.

CHILD CENTER

If you think caring for children is fun, but sometimes exasperating,if you sometimes miss your little sisters and brothers, or might like to have little sisters and brothers to miss...then you're ready and ripe for volunteering at the Clinton Child Care Center in the Major Dormitory at Kirkland. Please call Ginger Tibbetts at 853-2459 or Arlene Liebman at 853-6012. Both volunteer and work-study students are welcome.

FREE SCHOOL CATALOGUES

Free School catalogues will be available Monday, Sept. 15th at Bristol, the library and the Hub. Registration is Sept. 24-26 and classes and activities start Sept. 29th.

VIETNAMESE REFUGEE FAMILY

There will be a meeting on Wednesday night at 7:30 in 312 Science for anyone interested in helping a Vietnamese refugee family in settling in the Clinton-Utica area. Any questions please contact either Gil Rinard (x4517) at Kirkland or Doug Herrmann (x4225) at Hamilton.

SENATE MEETING

The next meeting of the Hamilton Student Senate will be held on Tuesday September 16, in Dunham Lounge. All students, and especially freshmen, are urged to attend.

HONOR COURT SPOTS

The Honor Court Senior Alternate Application Petitions are still available in Root 116. Two (2) positions on the Honor Court are open to members of the class of '76 only. These are *not* elective offices. The Court will choose from among the applicants of the basis of a short interview. Completed petitions bearing the student's name and campus address must be returned no later than Sept. 15 to: Joe Terranova Box 215, Hamilton Campus Mail.

EECHK Awareness

By BOBBY PELZ

We are hoping to expand the environmental awareness on these campuses this year through the program of EECHK (Environmental Ecology Committee of Hamilton and Kirkland). In this attempt, we need the aid of all elements of the college communities--from students to administrators.

The recycling program will include weekly newspaper pick-ups in the dorms and fraternities. In addition, glass and aluminum collection will be strongly emphasized. This could result in a significant reduction in volume of solid waste generated by the colleges since there is a readily available market for these recycled materials. A schedules for glass and aluminum pick-ups will be announced soon. Start saving now.

We expect to be offering other pursuits this year which would be valuable in understanding the principles of ecology and the environmental problems we face. These include a course in environmental conciousness at the Free School of Clinton, and movies and lectures throughout the year.

All of this is intended to reinvigorate an environmental movement in Clinton. It will only be successful with the participation and activism of the members of the community. More people have expressed an interest in working in EECHK than in years past, and we need any willing volunteers we can get. Our first organizational meeting will be on Tuesday, September 16th, at 8:00 P.M. in the Fischer Room of Bristol. In the meanwhile, start saving newspaper, glass and aluminum, and consider Stewart Undall's words of wisdom:

"Beyond all plans and programs, true conservation is ultimately something of the mind..."

Letters Continued

Gulick's Goals

To the Editor:

This is in response to "Can Gulick Live Up to Tough Talk?" (Spectator Sept. 5). Comparing Mr. Gulick to Frank Perdue is no fatuous statement in my brain. Here is a Dean casually flexing his muscles by preparing to reinstate course distribution requirements. He will beat the stuffing out of this institution all right. Mr. Gulick, you don't know what interests me academically. I don't even understand required golf or tennis. But I am sure under your leadership Hamilton will make more tackles this year, win more football games and learn to be tough. I am afraid if we give Mr. Gulick "a year to get settled" it may take another ten years to get unsettled. Will we be required to figure out the arch of a golf ball, wear uniforms or march in cadence or...Brave New Hamilton? Maybe yes, maybe no?

G. Patrick Curry, '78

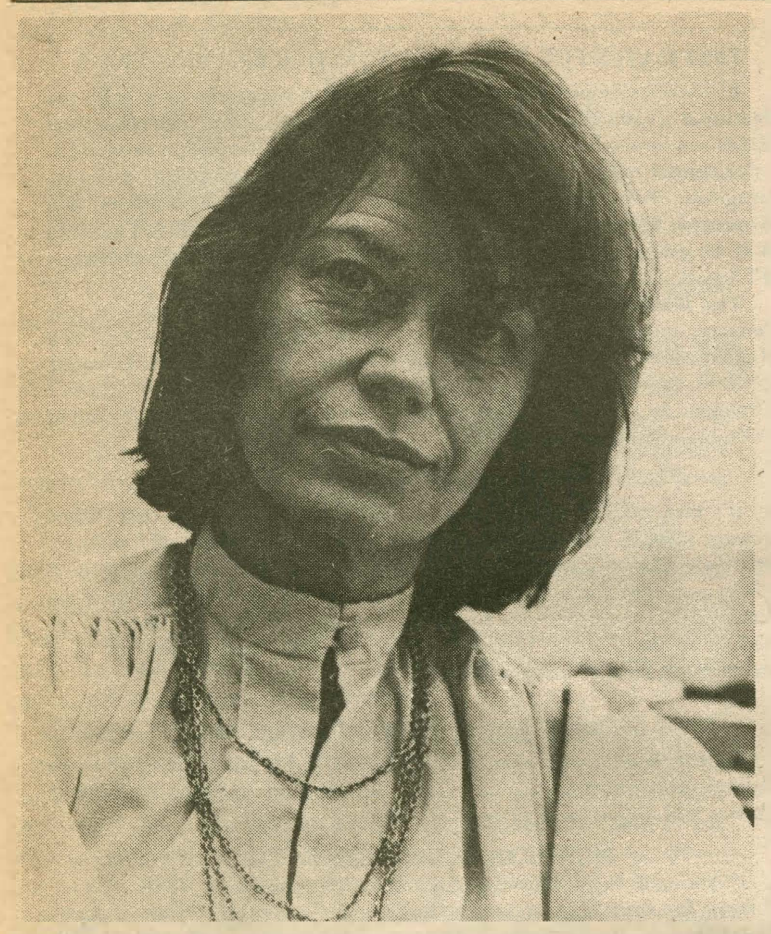
Rah!

To the Editor:

Yes, the "ass-moving passion" of early Kirkland days has been reborn! The Kirkland cheerleading squad is here.

And if Hamilton wins a few games this year I suppose Kirkland will have finally proved its worth by cheering the boys on to victory.

Linda MacKenzie, '77



Ursula S. Colby, professor of literature and a major author of the Kirkland curricular proposals for its second decade. Colby is now on leave.

Julian Bond Lecture Slated; Kirkland Tickets May Go Up

The Root-Jessup Public Affairs Council, campus sponsor of major guest lecturers, has announced that Julian Bond, Rep. Bella Abzug (D-N.Y.), and Senator James Buckley (R-Con.-N.Y.) are tentatively scheduled as this year's speakers.

The Council is also considering charging Kirkland students more for subscriptions and tickets to the lectures than it will charge Hamilton students, David Smith, Root-Jessup president, said.

Smith said that the Kirkland Assembly cut in half its allocation to Root-Jessup. Last year, the Council received $1500 from Kirkland; this year, it will get $750.

Smith added that the price differential, if effected, will be small. He said the Council might be forced to take such action, however, because of its reduced revenues.

Its total budget this year will be $3,450.

Only Black

Julian Bond, set to speak Nov. 4, was the only black to seek national office at the Democratic National Convention in 1972. He has been an activist in Southern politics, and most recently spearheaded the legal fundraising efforts for Joan Little, the black woman accused of murdering a jail attendant in North Carolina. Little was acquitted.

Rep. Abzug, elected to the House of Representatives in 1970, has gained a reputation for outspokenness on the floor of the House and elsewhere. She has spoken out on women's rights, the Vietnam War, and CIA intrustions on Americans' privacy.

Junior Senator

Senator Buckley, at the other end of the political spectrum, has been the junior senator from New York since 1970, when he collected 40 per cent of the vote against two liberal candidates, Rep. Richard Ottinger (D-N.Y.) and Senator Charles Goodell (R-Liberal). Buckley was the chief proponent of the Family Educational Rights Act of 1975 which has had the effect of giving students access to personal files kept by educational institutions which they attend or have attended.

Formal dates and final arrangements have not yet been made between Root-Jessup and either Abzug and Buckley.

Kirkland Curriculum: A Change in Emphasis

By WENDI PASHMAN

News Analysis

One thing that emerges from the Second Decade Report on Curriculum Reform is that more stringent academic guidelines than now exist seem likely for Kirkland students in the future. If implemented in the form the report suggests, Kirkland's second decade may see a change in educational approach.

Delineated Qualifications

Measured competence is the aim of this reform. Students will have to prove that they have accomplished certain delineated qualifications before being awarded a Kirkland degree. For example, pre-concentration guidelines, as set out in the report, include competency in speaking and writing coherently on an impromptu and prepared basis in addition to displaying familiarity with the fundamental principles and concerns of two disciplines. Sample qualifications for the concentration phase include being able to use a non-verbal language skillfully as well as having knowledge of a culture different from the student's own.

These standards, one supposes, to be maintained through an advisory tutorial group. In addition, possibly, to means that were not specifically referred to in the report.

More Direction in Future

While the report affirms the need for a "greater capacity for self-education" the reform seems to be aimed at the students who the report apparently believes need more direction than they have received in the past.

The language of the report itself is indicative. Concepts like "assessment" and "quality control" are sprinkled throughout.

The report does not recommend a return to Kirkland's early plan that included a "core" program, and senior comprehensive exam but one wonders if the new curriculum reform will not be essentially the revival of an old plan. Wasn't the core program and senior comprehensive also a control on quality of education for the student who was not sufficiently self-directed

Abilities Judged

One also wonders how, in fact, these "quality" requirements will be judged. How can "ability to speak and write coherently on an impromptu and prepared basis" be judged, for example, within the context of the current approach which leaves, by definition, no room for standardized tests. If each student is subjected to the same test for achievement, how will this further the "self-education" that also seems to be an aim of the report?

Reduced Course Load

As a result of the new advisory system, faculty course load would be reduced necessitating an increase in class enrollment from the present 20 to 35 in some instances in the future.

In theory, the curriculum reform is designed to encourage greater independence and "self-education" while in practice, this may not be the case. The ability to retain faith in students self-direction and responsibility, while also implementing the re[illegible] the challenge Kirkland faces.

Andy Crump Injured

Andy Crump '76 was seriously injured in a car accident early last Sunday morning.

Crump was travelling alone from the campus to his Vernon Center apartment, when he apparently lost control of his vehicle. The driver was thrown from the car as it came to rest in a nearby field.

This accident was discovered at 10 a.m. by a passing motorist.

Crump suffered serious head and chest injuries and was taken to Irving Crouse Memorial Hospital in Syracuse. He is listed in critical condition.

The student's parents are now with him in Syracuse, and the extent of the injuries have yet to be determined.

Crump is an art major, who has been actively involved in Kirkland's fine arts program. The Hamilton senior is an avid camper and hiker and is also involved in the organization of the Outing Club.

Subtelny Replaces Haltzel

By THOMAS BECK

For Orest Subtelny, newly-appointed assistant professor of History at Hamilton, one of the main differences between the Hill and Harvard Square, where he taught for a year, is the openness of the faculty.

"I was literally overwhelmed by the hospitality," he said. "It was the most striking thing about the place. At Harvard I didn't even know all the members of my own department. Here I'm meeting philosophers, biologists and many others."

Subtelny, who taught for a year at Harvard after serving for a year as a research fellow, was hired this summer as a replacement for Michael Haltzel. Haltzel resigned last spring to accept a position as co-director of the Aspen Institute's new Berlin center.

Subtelny was born in Cracow, Poland, to Ukrainian parents, near the end of World War Two. After the war, they spent four years in a Displaced Persons Camp, and then came to the United States in 1951, and settled in Philadelphia. In high school, he said, "I was a jock, a soccer player." He went to Temple on an athletic scholarship, where he majored in Russian and East European history. He was an All-American soccer player in 1963.

He graduated from Temple in 1965, although he spent his last 2½ years studying in Hamburg and Vienna. While in Europe, he met "quite by accident" a professor from the University of North Carolina, where he obtained his M.A. in History.

At North Carolina, Subtelny became interested in Middle East and Islamic history, and went to Harvard to study the Middle East, particularly the Ottoman Empire. His degree was awarded not by the History Department, but by an ad-hoc committee on history and Middle East studies. His Ph.D. thesis was on Cossack-Tatar relations.

Although he has only been here a short time, Subtelny has formed some impressions about life on the Hill, and his new students. "The environment is completely different. I was pleasantly surprised," he said. "One's first reaction is that of leaving the hub of the intellectual world for the 'provinces.' But the provinces have a lot to offer. Living here is quite pleasant.

"Thes students here are much like those at Harvard. You don't have the extremes here. At Harvard, we had some really brilliant students, but we also had some who didn't impress me at all. You have a much more solid middle here than at Harvard.

"As far as size goes, there is not that big a difference You must remember that Harvard College is only a part of Harvard University. Harvard College has 4000 students, compared to Hamilton's 1000. But you do have the University all around the College."

Subtelny will be teaching the same courses that Haltzel did, but he will add a freshman level course on the Middle East in the spring.

Rizika Joins Med Staff

By WENDY WOOD

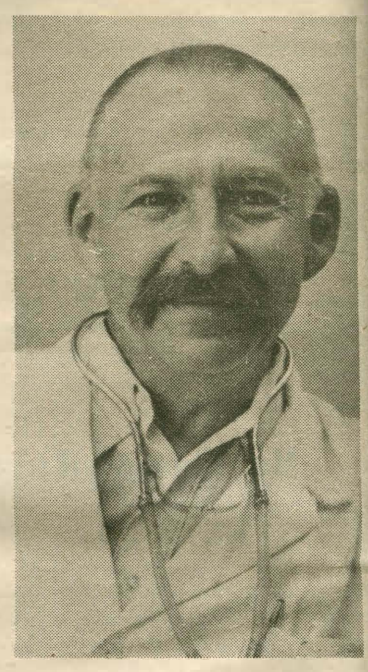
Medical Director William Klingensmith has been joined in the Health Center by Dr. Harold P. Rizika, who has been appointed associate medical director.

A graduate of Syracuse Medical School, Dr. Rizika received his residency in medicine at Mount Sinai Hospital in Cleveland, Ohio, and at Jackson Memorial Hospital at the University of Miami. He earned his Masters Degree at Harvard.

Dr. Rizika, originally from Utica, has spent the past four years in Israel where for a time he was a physician at the Hebrew University in Jerusalem.

Rizika stated that he enjoys being a college doctor but did not comment specifically as to how he felt about Hamilton and Kirkland.

Asked if he had any ideas for the future of the Health Center, Rizika replied that he had no definite plans except those which his position as doctor of internal medicine required of him. He added that she felt the Center was extremely well-equipped and well-staffed, but that it was too early in the year to be drawing conclusions about his own work.



College Physician Harold Rizika

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In Canine Kingdom, Olive and Eyore Reign

All's fair in love and war

By SAM FINNELL

Few people living on College Hill have not at one time or another thrown a stick for Eyore or fed Olive a scrap of rejected Commons cuisine. No one can deny that the dog sub-culture is a big part of college life.

Ranging from Chihuahuas to St. Bernards with probably at least a partial genetic representation of every breed, the ubiquitous canines roam the campus at will, peeing on everything in sight, perhaps taking time to investigate a buddy's handiwork.

And why shouldn't campus dogs abound? What more could they want? Everything they need—land, sex, food, and friends all surround them in enviable quantities.

Canine Epics

The number of dog stories floating about campus is surprising; the mystery of Patches, the obnoxious tough-guy, found slain in the graveyard, or Shipley, one of many dogs given LSD by students discovered plowed into a snowbank.

Hector, one of the victims of an LSD dosage, was famous for killing 19 cats (there may have been an accomplice) and leading a dog-on-dog riot at Bristol.

Perhaps some remember Ulysses, the cute little polar bear who was stolen, or Chochi, the mooing Malamute. The Campus Dog Hall of Fame could go on forever—Desmond, the Beagle, B-i-r-d, the Chihuahua—but on campus now two dogs stand pre-eminent: Olive and Eyore.

Olive, the Queen

Olive, of unknown and indiscernable pedigree, begins her seventh year at Kirkland, having left her Clinton home to matriculate at age one.

Indisputable Queen of the Campus, Olive's working day consists of a few classes, regular attendance at meals, and perhaps a hitch to town (something this reporter never believed until he gave her and some of her Kirkland friends a ride to Holland Farms).

According to her original owners, Mr. and Mrs. Thomas Evans of College Hill Road, she used to return home quite regularly for vacations, but recently she has elected to remain on campus virtually year-round. And, Olive has gained a reputation for assertive independence on the campuses. For example she coolly handles inquisitive males simply by sitting down.

Incidentally, petting her not ecstatic contortions but leaves the petter with an indelible reminder of another of her favorite occupations: disguising her scent.

Eyore, the King

Reigning as King of the Campus is Eyore, Hamilton's BDOC—an intelligent, handsome, half-Shepard, half-Golden Retriever named, because of his ears, after Eyore of *Winnie the Pooh*. He makes the trip up the Hill each day from Chi Psi returning between 10 and 12 p.m., totally enervated.

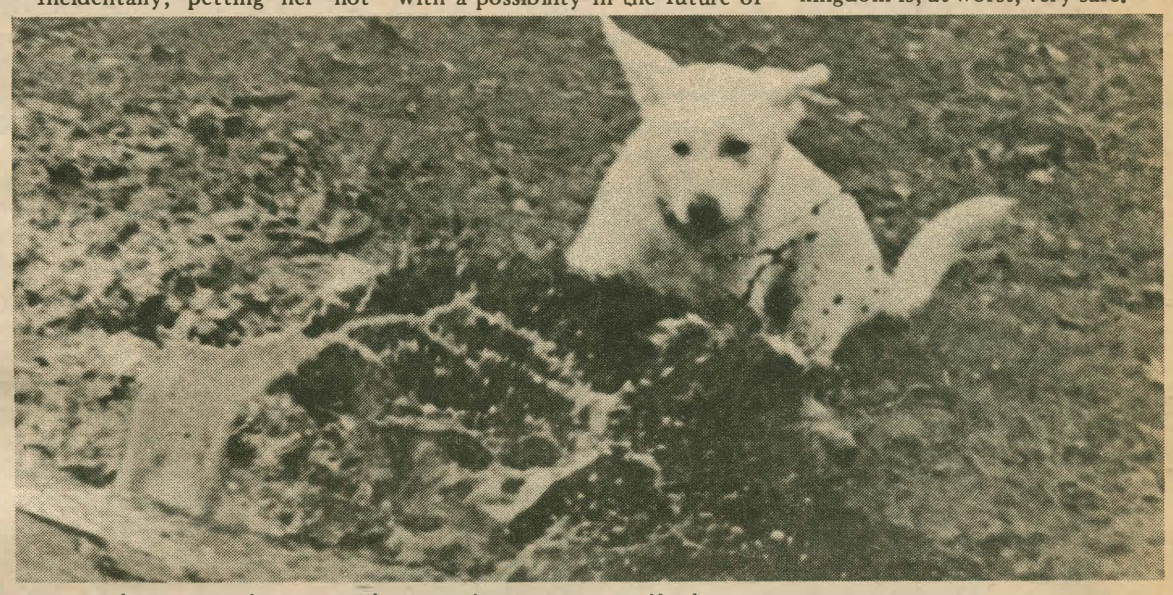
Most famous for, as his owner Craig Sonnenberg calls it, his "oral thing," Eyore has at his disposal a thousand human toys to throw things for him, characteristically ignoring them after he fetches. Last summer, coached by Craig and the ex-president of Chi Psi, Mike Calder, Eyore developed into "a real good frisbee player" with a possibility in the future of entering international competition in the Canine Corps.

Dog Frisbee

Eyore has recently been obsessed with rocks, spending hours tackling boulders behind Chi Psi. He still finds time, though, to bring home street signs and trees, determined there is nothing he can't pick up.

Some of Eyore's lesser feats include biting a Christian Scientist and having a sudden, acute attack of diarrhea while wearing a $20 clown costume.

The life of a properly cared for campus dog, though not always enjoyable—occasionally one might over-indulge in Commons and pay for it on the front lawn of Benedict—is certainly an inviting one. To assume that Hamilton students would trade shoes with Eyore at the drop of a hat or at least feel a vicarious thrill watching him parade through his kingdom is, at worst, very safe.



Remember Useless, rather Ulysses? Will he ever return?

Saltman Returns to Hamilton for Year

By GEORGE TEEL

Michael Saltman is a visiting associate professor of anthropology at Hamilton on a one-year sabbatical from the University of Haifa in Israel. Professor Saltman describes his visit here as "one to regain sanity," saying that the situation in Israel was awkward. Both Saltman and his students were subject to military call-up, and he served a year in the army. He commented that it was "difficult to do research under those conditions."

Saltman thought that the interim peace agreement arrived at last week would "buy time...the best alternative to a bad lot," but was "not necessarily going toward solving the problem." He believes, from reading Israeli newpapers, thatsthe overall feeling in Israel is "justifiably paranoid," and the "vast majority" of Israelis feel the agreement is a bad thing.

Saltman said that he would approve a "seperate Palenstian state if it was politically and economically viable,"Saltman said that he would approve a "separate Palestinian state if it was politically and economically viable," and if its creation would "not swallow Jordan and Israel."

He also approves of the aid package for Egypt in the agreement, in the hopes that it will make Egypt dependent and thus subject to pressure from the United States

While in the U.S., Saltman is taking law courses at Syracuse University, researhing comparative legal systems, saying that "if professionals want to keep up to date" they should be "acquainted with what's going on in related subjects."

Professor Saltman spent a year at Hamilton four years ago 2 hile writing his doctoral dissertation, and remarked that the college seemed essentially "changeless." He especially enjoys the "peace and quiet of Clinton," comparing it to a sanitorium after living in the Middle East.

Professor Saltman, a native of Great Britain, received his A.B. from the University of London ands his Ph.D. from Brandeis University.

Senate Hears Dean Gulick

By STANLEY KAYMEN

The Hamilton Student Senate, in its first two meetings, has received recommendations from the dean of the college, considered funding procedures for student organizations, and made plans to discuss the possibility of its overseeing the campus film societies.

The first meeting was marked by a visit from Dean of the College W. Lawrence Gulick, who in an informal talk outlined two areas he thinks the Senate might wish to explore in the coming year. The first of these areas was the role that the Senate might play in tenure decisions. Secondly, he suggested that the Senate institute a program offering seniors renewed intellectual stimulation.

Such a program, involving some sort of senior project or the like, would offer the senior challenges until his or her graduation, the dean is reported to havesaid.

Budget

Also discussed were appointments to the Publications Board. This is a board which oversees appointments to positions on the various publications of Hamilton and Kirkland. Each class was screened for appointees by members of the same class.

Procedures for inducting freshmen Senators were discussed. Any interested freshmen should attend a meeting Tuesday night, Sept. 16 at 7:30 in Dunham lounge.

They must then get ten signatures and present a platform before the Senate. Elections for freshmen Senators will be held in the first or second week of October.

Senate President Phil Montalvo

The Senate also announced that the bookstore changed distributors recently and now offers sundries at reduced prices.

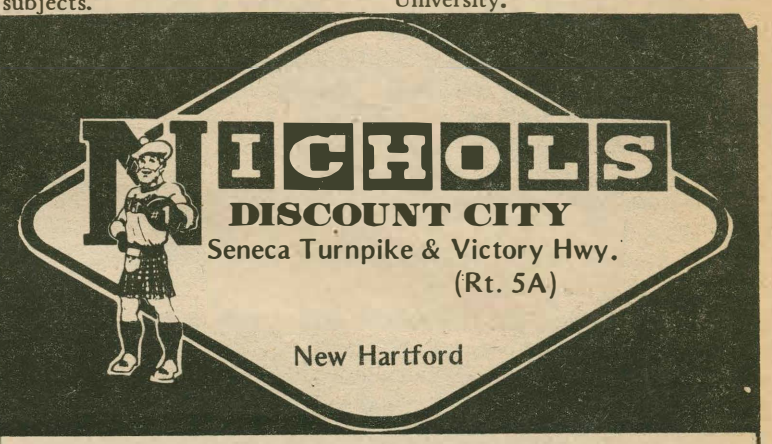
Also brought up was the fact that the film societies need controls. It was suggested to Courage by College Controller Ronald McDonald ands Provost Sidney Wertimer Jr., that the Senate oversee the film societies.

There will be a meeting in several weeks with MacDonald, Wertimer, Bristol Center Director Andrew Wertz, Dean of Students R. Gordon Bingham and the film societies' heads present to discuss the tentative controls.

Procedures were also discussed for the distribution of the Senate's funds. The Senate has an annual budget of about $10,000 and is responsible for the lissemination fo funds to the nearly 20 chartered organizations of Hamilton-Kirkland.

In the past, financing had been on a word-of-mouth basis. In the futrure, Senate treasurer Bruce Courgage hopes to establish a sound fiscal system by organizing the accounting procedures of the chartered organizations culminating in a monthly financial statement by each club.

The Senate hopes to distribute a fiscal pamphlet with this information in it.



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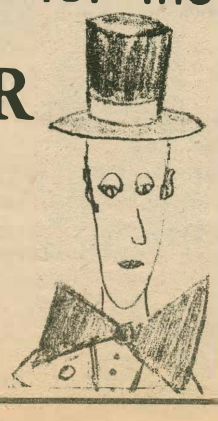

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Quality Above Quantity

The following are excerpts from the report of the Curriculum Committee for the Second Decade, Chapters 4 and 5.

CHAPTER IV
THE QUALITY OF KIRKLAND EDUCATION

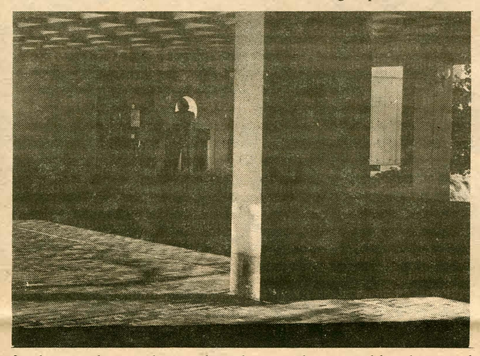
A. The Centrality of Advising

Faculty advising has become increasingly difficult in the present social atmosphere which de-emphasizes authority and does not encourage the student to distinguish between her long-range interests and present enthusiasms. Furthermore, it seems clear that the institution has provided neither the context nor the policy most likely to support this advising process. Most faculty members have had to do multiple duty in a large range of capacities. They often lack the time and energy to focus as much as they would wish on the needs and potential of individual advisees.

In the second decade, advising must overcome these hurdles and fulfill its potential as an integral part of the education process...

Advising shall be given a more prominent place into the academic structure of this institution. This may necessitate adjusting the academic calendar to provide special advising periods. Advisory work must become part of the formal definition of load for those faculty members involved. It is also important to formalize the expectations about student participation in advising.

An illustration of one possible pattern of advising which the committee envisions, would be the formation of a group of at least two



faculty members and several students with compatible educational goals, who together would bear primary and final responsibility for the coherence and quality of each student's educational program.

It is clear that the effectiveness of any advising experience will depend in large measure on the tone established during initial contacts. The aim of effective advising, whatever the device chosen, must be to encourage the student's personal and intellectual independence. A greater capacity for self-education should be a central goal. The committee's illustration of the tutorial/advising option is presented in terms of its special capability to provide a sort of home-base for the student, a center of shared experience that will also connect her to the larger academic community. The resulting stimulation of intellectual and personal energies should contribute significantly to what one colleague has aptly termed 'self-fulfilling interdependence.'

In any advising mechanism, the progress and accomplishments of each student shall be measured in terms of competence, rather than quantitively, according to performance guidelines set by the College.

Advising shall be centered on assisting the student to develop herself and her individual potential as she fulfills pre-concentration and concentration contracts suitable to her needs and goals. She should be encouraged to reevaluate her progress and problems as her intellectual interests and vocational plans grow. The operation of any and all advising mechanisms will predictably raise some new problems. In the committee's example, the tutorial/advising-group option, there is the possibility of divisive conflict rather than creative friction occuring within the group. Care must be taken to see that in such cases, the multiple perspectives enrich rather than confuse the student's thinking. In any advising group, it will be necessary to create a way to reassign students and faculty at the request of either party. In any event, the new qualitative graduation guidelines referred to below may initially increase anxiety on the part of both students and advisors. Despite such pressure, the temptation to abandon the new competency guidelines for graduation and to fall back on familiar but less effective quantitative measures must be resisted.

The quality of advising we have envisioned makes substantial demands on faculty. It has little resemblance to the program planning that has been the primary focus of the half-hour per semester advising sessions in the past. Faculty investment of professional expertise, intellectual energy, personal concern and time in the new instructional activity will be high. Faculty load and the academic calendar will require adjustments if we are to make this aspect of quality education at Kirkland feasible.

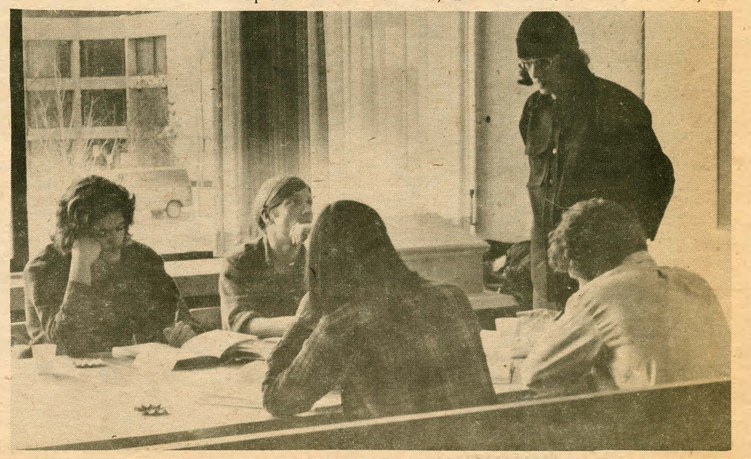
B. Individual and Collegial Guidelines for Graduation

Graduation requirements set standards for work to be done in addition to providing measures of what has been accomplished. Kirkland's quantitative requirements (32 courses for graduation) have contributed less to the institution's educational excellence than was desired. There is, in any case, something inherently arbitrary in quantitative measures of education. Setting aside formal consideration, such as commitments to New York State about contact hours for the B.A.; there is no more virtue to a requirement of thirty-two courses, than the forty that were usual in the 1950's. Faculty and students alike know that one cannot equate one specific course with another. In practice, Professor Y's French 204 demands more of everything than Professor O's Astronomy 204: more of the student's time, energy, labor, memorization and moment-to-moment attentiveness. This fact does not tell us which course is better; it simply illustrates that apparently equivalent units need not be so in fact. To the extent that course totals easily convert into four years which are often a period of remarkable personal and intellectual maturation, they do have merit.

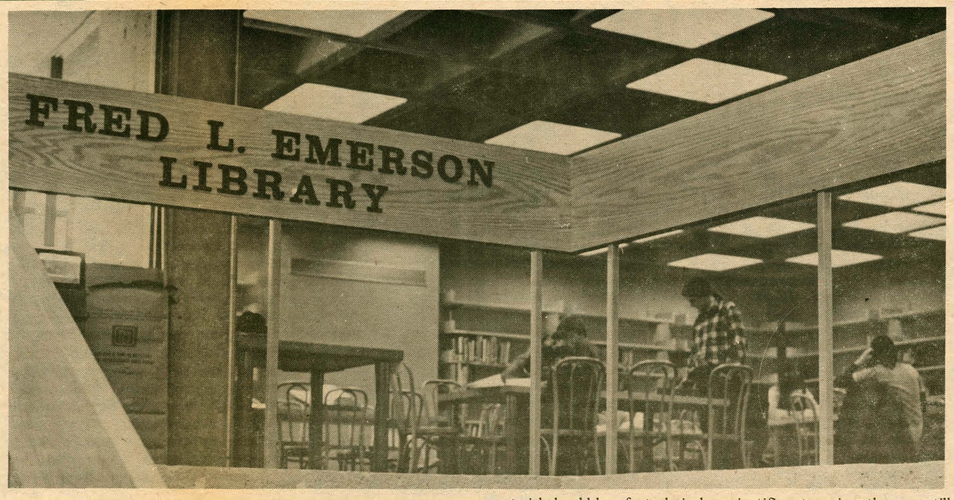
The qualitative implicational of our present requirements - their contribution to excellence - are more difficult to spell out. With the exception of the senior project which may require the student to demonstrate fairly broad capabilities in her field of concentration, quality control takes place primarily at the level of the individual course or course-subsitute. Outside the concentration there are no formal ways of ascertaining what our graduates cumulatively know and are capable of, in contrast to what they have taken and completed. Yet the degree offered by the institution is clearly intended to certify the quality of present abilities rather than to enumerate survived hurdles. We are assured of control at the level of courses, but as an institution our position is less clear; the College's responsibility to the student, to those who provide the financial means of her study here, and also to graduate schools, employers, and other components of the student's post-college world, is only defined formally. Kirkland originally intended a set of graduation requirements that were both qualitative and quantitative. Early college plans provided for a required 'core' program, cumulative knowledge in the humanities, sciences, and social sciences. The sophomore qualifying examination and the senior comprehensive were to complement formal course requirements.

We do not recommend a return to these requirements. However, we recognize the College's obligation to maintain its integrity and to ensure that a Kirkland education represents genuine achievement for the student. Such achievement must entail personal growth, satisfaction, and accomplishment; the student's capacities and interests should be cultivated in a context stressing intellectual and aesthetic excellence. Achievement must also be demonstrable in the society beyond the College. These goals cannot be attained unless Kirkland clearly states its expectations for all students; the

'any effort to change must still be done with the present resources'



'A greater capacity for self-education should be a central goal'



'the new qualitative graduation guidelines may initially increase anxiety on the part of both students and advisors'

proposed advising system must realize the variations and opportunities implicit in these expectations for the individual. In this context we recommend qualitative guidelines represent minimum achievement and are not intended to exhaust the student's activities nor to replace such important intangibles as intellectual courage and independence. They are intended to replace the present quantitative criteria of thirty-two credits for graduation.

C. Performance-Based Curricular Guidelines

Proposed Guidelines for the Pre-Concentration Phase are: Ability to speak and write coherently on an impromptu basis and with previous preparation. Ability to make sustained and purposeful inquiries in one or more disciplines or areas of knowledge. This can also be demonstrated as a capacity to handle some of the tools and mechanics of research in these fields of inquiry. Ability to display familiarity with the fundamental principles, patterns of thought and concerns of two disciplines, fields, or areas of knowledge, e.g., classical philosophy, the American Indian in the south-west, child development, computer science, women writers of the 19th century. This familiarity will have to be based upon both a working knowledge of selected primary sources and an explicit understanding of the kinds of question appropriate to the chosen concern. A passive enumeration of data will not suffice. Ability to arrive at and defend conclusions of reasonable sophistication in these areas should also be demonstrated. Demonstrated ability to handle certain kinds of knowledge can also satisfy this requirement; e.g., language, or skills such as those involved in a laboratory science or a studio art. Ability to read with comprehension material in a third field or area considered of reasonable difficulty by the advisors. For most students, this material should be of a technical or scientific nature since these are still areas in which women in particular tend to be least prepared.

'knowledge of a culture that is not the student's own'

During this phase, the students and their advisors should begin to consider the possible shape of the future concentration and to evaluate present choices in relation to that comitment. It is important that there be integration and assessment of the student's program at each level. It is the particular responsibility of the faculty to suggest that context for and help articulate the questions which will direct the next stage of the student's inquiry. They will also have to decide on the kinds of evidence that will be adduced to demonstrate fulfillment of various aspects of the pre-concentration. A wide variety of materials and activities may constitute evidence, including course evaluations, samples of the student's work (e.g., papers, recitals, exhibitions), grades received from other institutions, supervisors' reports, or the results of the group's own explorations with the individual. This process has a depth and flexibility that such mechanized check-points as formal examination do not provide. ARTICLE 2

Evidence of 'concentrationa', that is, work of depth and substantiality acceptable to the group in a discipline, problem, field or area of knowledge. Advisors will take into consideration the standards generally set for undergraduates in traditional disciplines. These are intended as a frame of reference only and may be departed from deliberately in terms of the student's plans, abilities and interests. The criteria used to evaluate all concentration materials and activities must enable the student to indicate that her work as a whole has developed a sense of direction; that it is progressing from stages of initial inquiry to a point of insight and clarification; that it has precision and accuracy evident to others; and that it will provide a foundation adaptable to continued learning experiences.

Furthermore, a piece of work designed to call upon the student's general control of methods and materials in her chosen area should complete the concentration.

Ability to use ar least one non-verbal language coherently. This might involve, for example, an artistic skill, such as painting, dance composition or acting. Advanced laboratory skills could also satisfy the requirement.

Knowledge of a culture that is not the student's own. This may be based on the study of foreign languages, sociology, anthropology, history, literature or a combinational of these. The student might demonstrate familiarity with the past and present implications of an area, discipline, concept, institution, people, national etc., or an ability to analyze new material in relevant ways, indicating significant points in the light of her acquired understanding.

A substantial employment experience. If is particularly important, given the social and economic background of most of our students, that they be encouraged to make connections between their studies and the world beyond the campus. The precise sort of work seems less important to the committee than thay the experience be integrated by the student and her advisors into her total program, and that she be asked to evaluate it in serious terms. While a formal internship program would be desirable, the College should not undertake this unless it can take responsibility for the placement process it entails.

D. Evaluations

Because the evaluations play a major role in the College's overall program, allocation of faculty time and energy for this purpose must continue to receive high priority.

'need to develop a tolerance of the frustration accompanying the education process itself'

CHAPTER V
ALLOCATION OF PRESENT COLLEGE RESOURCES

At the end of its first decade Kirkland has reached the size projected by the Board of Trustees in 1965. The College will maintain this size of approximately 650 students and 50 faculty members. Expansion at Kirkland must now refer to the quality of the educational experienced available in an institution of this size and the quality of the students we enroll. It is realistic for Kirkland to present itself in the academic market place in ways that will attract students with above average abilities and with a diversity of individual talents and interests. Kirkland does not compete with Harvard, nor can it cater to the standardized market of large state institutions. Living and studying in this particular college community must remain different from other educational options available to students of the next decade. We believe it will do so if the recommendations contained in this report are implemented...

'accomplishments of each student shall be measured in terms of competence, rather than quantitatively'

Our size is one of the pre-conditions of this distinctiveness; but it also sets many of the parameters of Kirkland's resources. A student body of a small and fixed size can generate only a limited total tuition income. Kirkland education is expensive. The high quality of this education will predictably carry an even higher price tag in the second decade. Certainly, the broad inflationary trend alone will eliminate some private colleges. The risks to be taken during the struggle for survival must be carefully calculated by those responsible for Kirkland's well-being. The Second Decade recommendations deliberately invoke this willingness to risk, in the belief that only a high quality - and in this case a high cost - operation has a chance to survive in any event.

To make such risk-taking pay off, the College must continue careful analysis of the allocation of educational resources. Measures such as class size, faculty-student ratio, and course load are useful but do not in themselves safeguard quality. Explicit attention must go to keeping our educational priorities intact. It is a reality of our situation that any effort to change what we are presently doing must still be done with the present resources. An important aspect of the reallocation of college resources is curricular planning which assures the mutual supportiveness of all areas of instruction offered by the college. An internal trade-off which allocates more faculty time from one area of educational effort to another as needed is our only way to proceed. Any systematic effort to explore new and hopefully better ways will require us to establish an equivalence between our present classroom, advisory, and committee demands, and whtever new activities the faculty wishes to undertake. It is clear that the report envisions changes in the standard definition of faculty load. For example, any formal recognition of faculty advising as a regular part of faculty work load would require a reduction in the number of courses a faculty member involved could teach.

And Now, What is Quality?

The above version, an abridgement of the original report, was edited by The Spectator. A similar version of Chapter 6 will appear in next week's edition of The Spectator.

Quality Above Quantity

The following are excerpts from the report of the Curriculum Committee for the Second Decade, Chapters 4 and 5.

CHAPTER IV
THE QUALITY OF KIRKLAND EDUCATION

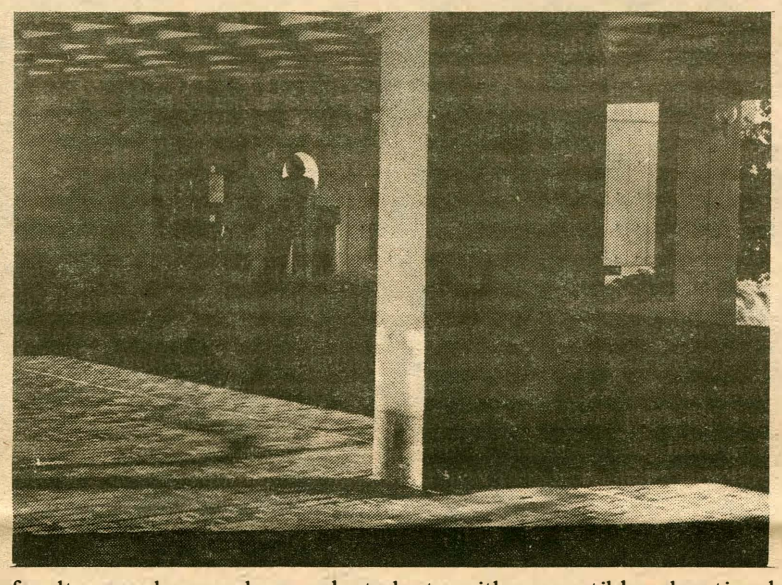
A. The Centrality of Advising

Faculty advising has become increasingly difficult in the present social atmosphere which de-emphasizes authority and does not encourage the student to distinguish between her long-range interests and present enthusiasms. Furthermore, it seems clear that the institution has provided neither the context nor the policy most likely to support this advising process. Most faculty members have had to do multiple duty in a large range of capacities. They often lack the time and energy to focus as much as they would wish on the needs and potential of individual advisees.

In the second decade, advising must overcome these hurdles and fulfill its potential as an integral part of the education process...

Advising shall be given a more prominent place into the academic structure of this institution. This may necessitate adjusting the academic calendar to provide special advising periods. Advisory work must become part of the formal definition of load for those faculty members involved. It is also important to formalize the expectations about student participation in advising.

An illustration of one possible pattern of advising which the committee envisions, would be the formation of a group of at least two



faculty members and several students with compatible educational goals, who together would bear primary and final responsibility for the coherence and quality of each student's educational program.

It is clear that the effectiveness of any advising experience will depend in large measure on the tone established during initial contacts. The aim of effective advising, whatever the device chosen, must be to encourage the student's personal and intellectual independence. A greater capacity for self-education should be a central goal. The committee's illustration of the tutorial/advising option is presented in terms of its special capability to provide a sort of home-base for the student, a center of shared experience that will also connect her to the larger academic community. The resulting stimulation of intellectual and personal energies should contribute significantly to what one colleague has aptly termed 'self-fulfilling interdependence.'

In any advising mechanism, the progress and accomplishments of each student shall be measured in terms of competence, rather than quantitively, according to performance guidelines set by the College.

Advising shall be centered on assisting the student to develop herself and her individual potential as she fulfills pre-concentration and concentration contracts suitable to her needs and goals. She should be encouraged to reevaluate her progress and problems as her intellectual interests and vocational plans grow. The operation of any and all advising mechanisms will predictably raise some new problems. In the committee's example, the tutorial/advising-group option, there is the possibility of divisive conflict rather than creative friction occuring within the group. Care must be taken to see that in such cases, the multiple perspectives enrich rather than confuse the student's thinking. In any advising group, it will be necessary to create a way to reassign students and faculty at the request of either party. In any event, the new qualitative graduation guidelines referred to below may initially increase anxiety on the part of both students and advisors. Despite such pressure, the temptation to abandon the new competency guidelines for graduation and to fall back on familiar but less effective quantitative measures must be resisted.

The quality of advising we have envisioned makes substantial demands on faculty. It has little resemblance to the program planning that has been the primary focus of the half-hour per semester advising sessions in the past. Faculty investment of professional expertise, intellectual energy, personal concern and time in the new instructional activity will be high. Faculty load and the academic calendar will require adjustments if we are to make this aspect of quality education at Kirkland feasible.

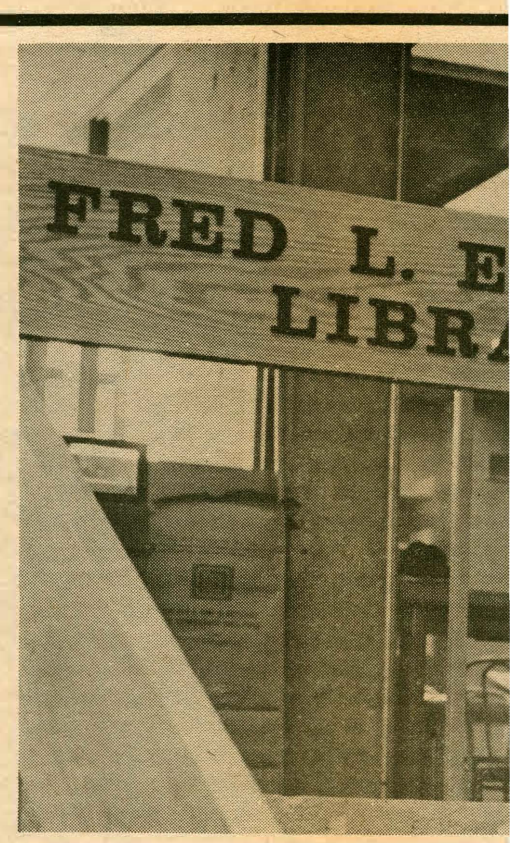
B. Individual and Collegial Guidelines for Graduation

Graduation requirements set standards for work to be done in addition to providing measures of what has been accomplished. Kirkland's quantitative requirements (32 courses for graduation) have contributed less to the institution's educational excellence than was desired. There is, in any case, something inherently arbitrary in quantitative measures of education. Setting aside formal consideration, such as commitments to New York State about contact hours for the B.A., there is no more virtue to a requirement of thirty-two courses, than the forty that were usual in the 1950's. Faculty and students alike know that one cannot equate one specific course with another. In practice, Professor Y's French 204 demands more of everything than Professor O's Astronomy 204: more of the student's time, energy, labor, memorization and moment-to-moment attentiveness. This fact does not tell us which course is better; it simply illustrates that apparently equivalent units need not be so in fact. To the extent that course totals easily convert into four years which are often a period of remarkable personal and intellectual maturation, they do have merit.

The qualitative implicational of our present requirements - their contribution to excellence - are more difficult to spell out. With the exception of the senior project which may require the student to demonstrate fairly broad capabilities in her field of concentration, quality control takes place primarily at the level of the individual course or course-subsitute. Outside the concentration there are no formal ways of ascertaining what our graduates cumulatively know and are capable of, in contrast to what they have taken and completed. Yet the degree offered by the institution is clearly intended to certify the quality of present abilities rather than to enumerate survived hurdles. We are assured of control at the level of courses, but as an institution our position is less clear; the College's responsibility to the student, to those who provide the financial means of her study here, and also to graduate schools, employers, and other components of the student's post-college world, is only defined formally. Kirkland originally intended a set of graduation requirements that were both qualitative and quantitative. Early college plans provided for a required 'core' program, cumulative knowledge in the humanities, sciences, and social sciences. The sophomore qualifying examination and the senior comprehensive were to complement formal course requirements.

'any effort to change must still be done with the present resources'

We do not recommend a return to these requirements. However, we recognize the College's obligation to maintain its integrity and to ensure that a Kirkland education represents genuine achievement for the student. Such achievement must entail personal growth, satisfaction, and accomplishment; the student's capacities and interests should be cultivated in a context stressing intellectual and aesthetic excellence. Achievement must also be demonstrable in the society beyond the College. These goals cannot be attained unless Kirkland clearly states its expectations for all students; the proposed advising system must realize the varia implicit in these expectations for the individ recommend qualitative guidelines represent mir are not intended to exhaust the student's activ important intangibles as intellectual courage a are intended to replace the present quantitati credits for graduation.



'the new qualitative gra guidelines may initially anxiety on the part o both students and adv

C. Performance-Based Curricular Guidelines

Proposed Guidelines for the Pre-Concentrati speak and write coherently on an impromptu preparation. Ability to make sustained and pur or more disciplines or areas of knowledg demonstrated as a capacity to handle some of of research in these fields of inquiry. Ability to the fundamental principles, patterns of thoug disciplines, fields, or areas of knowledge, e.g., American Indian in the south-west, child science, women writers of the 19th century. T to be based upon both a working knowled sources and an explicit understanding of the kinds of question appropriate to the chosen concern. A passive enumeration of data will not suffice. Ability to arrive at and defend conclusions of reasonable sophistication in these areas should also be demonstrated. Demonstrated ability to handle certain kinds of knowledge can also satisfy this requirement; e.g., language, or skills such as those involved in a laboratory science or a studio art. Ability to read with comprehension material in a third field or area considered of reasonable difficulty by the advisors. For most students, this

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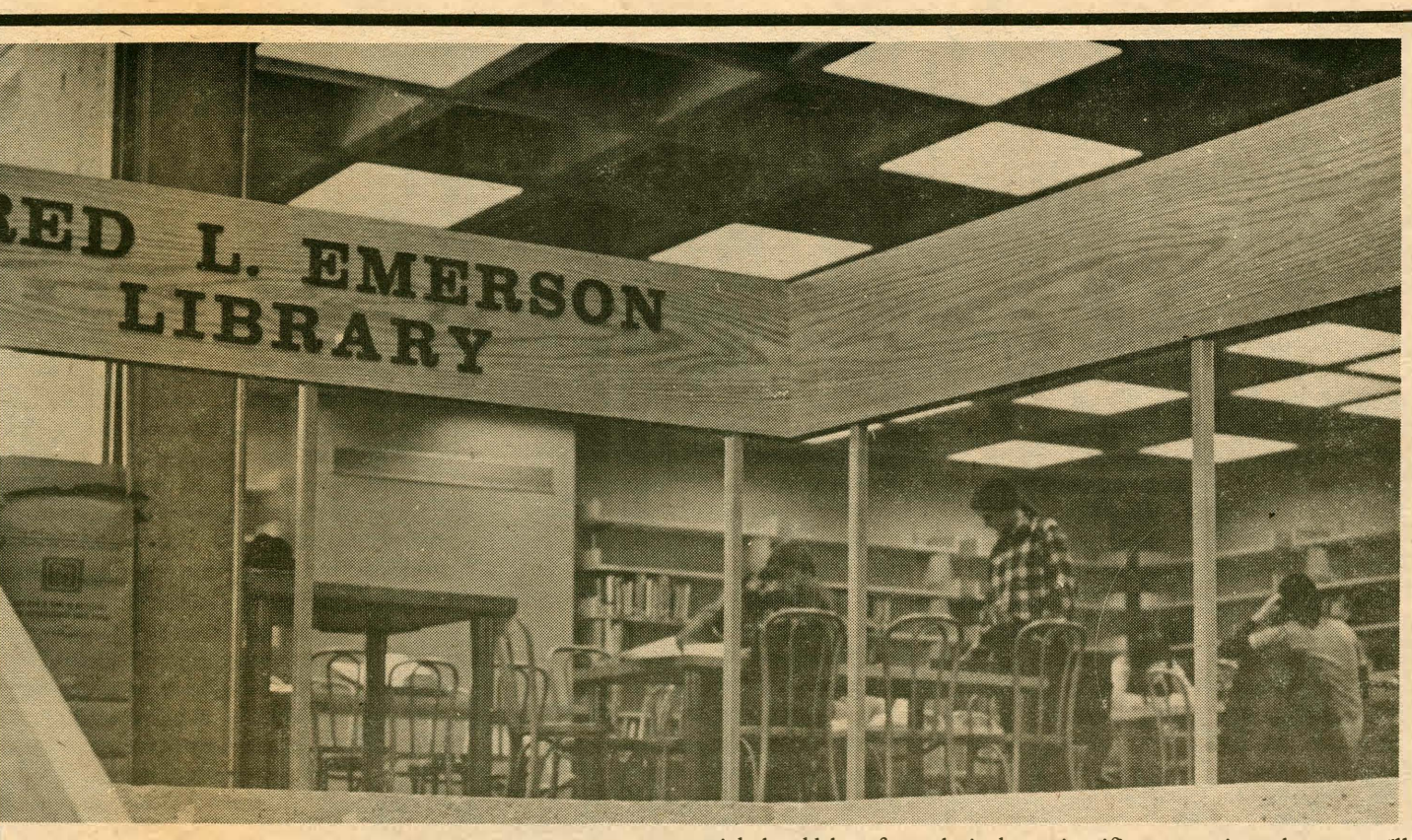
'A greater capacity for self-education should be a central goal'



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angibles as intellectual courage and independence. They
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ce-Based Curricular Guidelines

Guidelines for the Pre-Concentration Phase are: Ability to
ite coherently on an impromptu basis and with previous
bility to make sustained and purposeful inquiries in one
sciplines or areas of knowledge. This can also be
as a capacity to handle some of the tools and mechanics
these fields of inquiry. Ability to display familiarity with
tal principles, patterns of thought and concerns of two
elds, or areas of knowledge, e.g., classical philosophy, the
dian in the south-west, child development, computer
en writers of the 19th century. This familiarity will have
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'knowledge of a culture that is not the student's own'

material should be of a technical or scientific nature since these are still areas in which women in particular tend to be least prepared.

During this phase, the students and their advisors should begin to consider the possible shape of the future concentration and to evaluate present choices in relation to that comitment. It is important that there be integration and assessment of the student's program at each level. It is the particular responsibility of the faculty to suggest that context for and help articulate the questions which will direct the next stage of the student's inquiry. They will also have to decide on the kinds of evidence that will be adduced to demonstrate fulfillment of various aspects of the pre-concentration. A wide variety of materials and activities may constitute evidence, including course evaluations, samples of the student's work (e.g., papers, recitals, exhibitions), grades received from other institutions, supervisors' reports, or the results of the group's own explorations with the individual. This process has a depth and flexibility that such mechanized check-points as formal examination do not provide.ARTICLE 2

Evidence of 'concentrationa', that is, work of depth and substantiality acceptable to the group in a discipline, problem, field or area of knowledge. Advisors will take into consideration the standards generally set for undergraduates in traditional disciplines. These are intended as a frame of reference only and may be departed from deliberately in terms of the student's plans, abilities and interests. The criteria used to evaluate all concentration materials and activities must enable the student to indicate that her work as a whole has developed a sense of direction; that it is progressing from stages of initial inquiry to a point of insight and clarification; that it has precision and accuracy evident to others; and that it will provide a foundation adaptable to continued learning experiences.

Furthermore, a piece of work designed to call upon the student's general control of methods and materials in her chosen area should complete the concentration.

Ability to use ar least one non-verbal language coherently. This might involve, for example, an artistic skill, such as painting, dance composition or acting. Advanced laboratory skills could also satisfy the requirement.

Knowledge of a culture that is not the student's own. This may be based on the study of foreign languages, sociology, anthropology, history, literature or a combinational of these. The student might demonstrate familiarity with the past and present implications of an area, discipline, concept, institution, people, national etc., or an ability to analyze new material in relevant ways, indicating significant points in the light of her acquired understanding.

A substantial employment experience. It is particularly important, given the social and economic background of most of our students, that they be encouraged to make connections between their studies and the world beyond the campus. The precise sort of work seems less important to the committee than thay the experience be integrated by the student and her advisors into her total program, and that she be asked to evaluate it in serious terms. While a formal internship program would be desirable, the College should not undertake this unless it can take responsibility for the placement process it entails.

D. Evaluations

Because the evaluations play a major role in the College's overall program, allocation of faculty time and energy for this purpose must continue to receive high priority.

'need to develop a tolerance of the frustration accompanying the education process itself'

CHAPTER V
ALLOCATION OF PRESENT COLLEGE RESOURCES

At the end of its first decade Kirkland has reached the size projected by the Board of Trustees in 1965. The College will maintain this size of approximately 650 students and 50 faculty members. Expansion at Kirkland must now refer to the quality of the educational experienced available in an institution of this size and the quality of the students we enroll. It is realistic for Kirkland to present itself in the academic market place in ways that will attract students with above average abilities and with a diversity of individual talents

'accomplishments of each student shall be measured in terms of competence, rather than quantitatively

and interests. Kirkland does not compete with Harvard, nor can it cater to the standardized market of large state institutions. Living and studying in this particular college community must remain different from other educational options available to students of the next decade. We believe it will do so if the recommendations contained in this report are implemented... ":

Our size is one of the pre-conditions of this distinctiveness; but it also sets many of the parameters of Kirkland's resources. A student body of a small and fixed size can generate only a limited total tuition income. Kirkland education is expensive. The high quality of this education will predictably carry an even higher price tag in the second decade. Certainly, the broad inflationary trend alone will eliminate some private colleges. The risks to be taken during the struggle for survival must be carefully calculated by those responsible for Kirkland's well-being. The Second Decade recommendations deliberately invoke this willingness to risk, in the belief that only a high quality - and in this case a high cost - operation has a chance to survive in any event.

To make such risk-taking pay off, the College must continue careful analysis of the allocation of educational resources. Measures such as class size, faculty-student ratio, and course load are useful but do not in themselves safeguard quality. Explicit attention must go to keeping our educational priorities intact. It is a reality of our situation that any effort to change what we are presently doing must still be done with the present resources. An important aspect of the reallocation of college resources is curricular planning which assures the mutual supportiveness of all areas of instruction offered by the college. An internal trade-off which allocates more faculty time from one area of educational effort to another as needed is our only way to proceed. Any systematic effort to explore new and hopefully better ways will require us to establish an equivalence between our present classroom, advisory, and committee demands, and whtever new activities the faculty wishes to undertake. It is clear that the report envisions changes in the standard definition of faculty load. For example, any formal recognition of faculty advising as a regular part of faculty work load would require a reduction in the number of courses a faculty member involved could teach.

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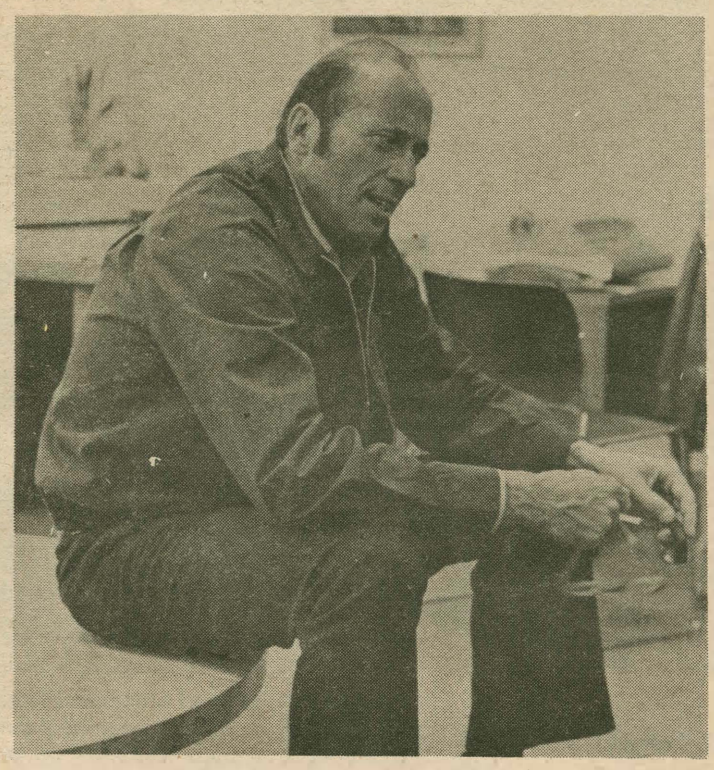
Boxer Eyes Firmer Foundations



Nat Boxer, the new chairman of the Kirkland Arts Division, said in an interview this week that he would try to address "immediate problems" rather than "wider ranging educational philosophies" during his tenure. The chairman's responsibility, Boxer feels, is to make the department a "comfortable place" in which to teach in terms of daily cares such as schedules and facilities.

He added that when the teachers feel comfortable in their surroundings, the result is a positive reflection on the student. One concern of Boxer's is to see that incoming freshmen get a strong foundation in the arts.

He stated that during Kirkland's opening years "things were loose, alive, and fun" but that sometimes the responsibility of giving the students a firm foundation was neglected.

He added that "kids were allowed to get into things they were not prepared for." He stresses the need to establish a firm base before attempting anything more difficult.

Proposes Freshman Course

In the hope of combating this problem, Boxer would like to form a broad freshman course in the arts which would give students a "common cultural source" on which to draw in their courses. To illustrate the problem he cited his own experience in a photography course when two weeks went by before he realized that many of the students were not familiar with basic works he was using for general reference.

Evaluating the role of the arts on the Hill, Boxer said that most freshmen have had, at most, a one or two year exposure to the arts.

"We are a part of a liberal arts college," he said, adding that "we don't get the student who's going to work eight hours a day, five days a week," on an art project.

He hopes that the division does provide a broad base for specialization in graduate school.

He said that Kirkland is undergoing a transitional period and that more students were coming to one of the schools to take advantage of benefits at the other. "Tastes are becoming more homogeneous among the students," he said, and they are utilizing the assets of both campuses. This trend, he added, could lead to more joint projects with the Hamilton Arts Department.

Constructive Cooperation

In reference to the cooperation between the two art departments he said that "they (Hamilton) existed long before we were here and we have no right to move right in." He explained that the complementary nature of Hamilton and Kirkland results in "different attitudes, tastes, and preferences" among the members of the two faculties but that this was constructive. He added that he has never felt any barrier in consulting with members of the Hamilton faculty.

In response to a question about some student complaints concerning discord among members in the arts division, he said that personality conflicts in a "community this size are bound to happen."

He said the "issue is not to take it seriously; this is the nature of people living together."

He advised students to address any faculty member who speaks disparagingly of another, and to find out exactly what he means. Boxer stated that the outcome would probably become "a useful discussion," but that most people are content merely to pass rumors along. He added that it was the student's "responsibility to understand that kind of comment."

The new arts chairman feels that hiring is the most important "control of quality" in the division, although "even with the best of intentions you make mistakes." He said that is easy to hire someone who will be subordinate to the hirer but that it takes "courage" for a faculty member to hire someone who is good or possibly better, especially considering the nature of competition in the arts. He added that people at Kirkland had shown character in hiring in the past.

The most important criterion for hiring is the quality of the applicant's work in his field, said Boxer, explaining that another important consideration is whether someone can "live happily in this social situation." He also said that diversity within each department creates a healthy, active situation.

Asked about the financial status of the department in the current economic situation he said that there were no big cutbacks. However, he emphasized that stealing is an expensive problem for the division. "Students think they're doing a small thing (by stealing)" but that it leads to increased costs for insurance and security for equipments and exhibitions.

Boxer said that one result of the stealing is that exhibits sometimes have to be locked up, which hurts the student body. However, he added that this is a "remarkably honest community for an environment as open as this."

Commentary

Sculpting a Rhyme

By ANDREA KANTOR

Politically, I'm a firm believer in the divine right of kings, but when it comes to the realm of art, I'm an admitted communist. No one art can survive in a world of multiplicities without the support and tutelage of all the other arts.

Thus, as a poet, my natural comrades are musicians and painters, but what of actors, dancers and photographers? Are they not also possible allies or inspirations?

If all the discussion and half-hearted attempts at coordinating the arts on the Hill were compiled into volumes, we could fill the James Library with no more than useless paper and wasted words.

Aside from a very few, rather stilted endeavors(such as the two Summer Arts Conferences, a weak weekend on women in the art world, and an irresolute Winter Study on the survival of the artist in society) nothing has effectively been culled or activated in the way of bridging the gulfs between the poet and the actor, the sculptors and the dancer here on the Hill.

The word of the year should be passion...

What has been lacking is not the will or the ideas, but the time, and resources to see various proposed projects through to culmination.

The faculty and the administration claim they have neither the funds nor time to act upon their desires, which is understandable.

But what to do?

Well, perhaps it should be the student body's responsibility to enact a program of communication within the arts. Rightly so, methinks, and so onto the method.

Well, we need no longer produce art in the wasteland studios of List or exorcise poems in the still of night with no one to feeds us stimulation in the form of tantalizing ands unfamiliar forms and focuses: we have a vehicle willing, nay, bursting to organize a sphere of influence in which we can further the inter-relationship of the arts—the Art Students Caucus, newly formed last spring.

The ASC is a wholly student-run group with nothing better to do than present interesting faculty lectures, set up art sales, workshops, bus trips to cultural events, and newsletters.

It can serve to coordinate the various arts by mixing memory and desire with music and poetry, stirring dull seminars with photographic rain.

The Caucus can set up an inter-arts festival, perhaps offering one-act plays with dance recitals, music accompanied by poetry and exhibit sculpture with paintings and photographs. Any student enrolled in an art class is automatically a member of the ASC for two semesters, which makes the talents and resources available to the ASC rich and varied The funny thing about coordination in the arts is that it does work! For example, last semester I took a design course, despite the fact that my drawing ability is minimal. By applying what I knew about writing poetry to the principles of color and composition, I learned more about the patterns and vibrations of imagistic language than I could in a writing course.

And there is no reason, to my mind, why something like that could not happen in other arts, either in classrooms or in unconstructured programs such as the ASC could sponsor.

As a school and a community, we need to reach out and embrace alien territories as if it were a matter of life or death, for intimacy breeds isolation and stagnation as well as love. The work of the year should be passion, the sort of passion which breathes dragonfire and bright flames, to breed creativity and imagination.

Caliban shall not cast out Ariel, for the magician of the soul spins a luminous thread which entwines all forms and all sensibilities.

The Muses of the classical age dwelled on one mountain—they did not hike to separate studios to work their spells or pluck their inspiring harps—they shared a common concern and compassion for each other's art.

If we dedicate even a small amount of time and energy to the Art Students Caucus, and support their claim to be a "vehicle for communicating the ideas and concerns of students of the Arts Division," participate in their events, or merely make use of the lounge they provided in List for coffee and aesthetics between class hours, we may all invoke the spirit of the the Muses, and begin to create more vital and knowledgeable art.

The rewards of inter-relating are manifold ands magnificant, so don a red arm-band and don't be afraid to sculpt a rhyme.

arts briefs

AUDITIONS

Auditions for the fall theatre program's production, Buchner's *Leonce and Lena*, directed by CArol Bellini-Sharp, will be held Wednesday, September 17, 6-9 P.M. and Thursday, September 18, 5:30- 7:30 P.M. in the List Recital Hall. There are Many diverse roles, come one, come all. Also wanted: Musicians— soprano, violin, viola, bass clarinet, 2 percussionists, and a conductor. Rehearsals will begin September 21. Performances will take place November 6-16.

MUSIC CONSORT CONCERT

The Cincinnati Early Music Consort, a group of five musicians who play the music of the 12th to 16th centuries, will appear in the first of the "Music at Hamilton" artist series, on Tuesday, September 16, at 8:30 p.m. in the Chapel.

LONDON THEATRE

The Winter Term course in London Theatre will be offered by Mr. Barrett if enough students are interested. Applicants must indicate their interest by signing a questionaire in Dean Kinnel's office. A first payment toward airfare and theatre tickets is required by September 29. Information available from Mr. Barrett.

EVENTS DEADLINE

Anyone wishing to list a notice in the Events column should submit it to the Spectator no later than 7 p.m. on Wednesday before the issue.

PRINTMAKER LECTURE

David Bumbeck, whose prints are now on exhibit at the List Art Center, will be on campus on Friday, September 19. He will lecture at 8 p.m., in the List building, and a reception will follow.

POETRY COMPETITION

A $1500 grand prize will be awarded in the current Poetry Competition sponsored by the World of Poetry, a monthly newsletter for poets.

Poems of all styles and on any subject are eligible to compete for the grand prize or for 49 other cash or merchandise awards. Second place prize is $500.

According to contest director, Joseph Mellon, "We are encouraging poetic talent of every kind, and expect our contest to produce exciting discoveries."

Rules and official entry forms are available by writing to: World of Poetry, 801 Portola Dr., Dept. 211, San Francisco CA 94127. The contest closes November 30, 1975.

Springsteen Album: Gutsy Rock and Roll

By GARY BUONANNO

About four years ago, I remember cruising around Asbury Park, New Jersey with a few friends. Someone suggested we stop to hear this singer who was playing at a beaten up old club.

Bruce Springsteen was his name and he "sang songs like Bob Dylan."

Three albums later, this stigma still follows Springsteen. "Born to Run," his strongest album lyrically, sharply sets himself apart form other current song writers, with lyrics reflecting his own experience.

In addition he treats his audience to some of the most electric rock 'n' roll to be found anywhere today.

Springsteen comes from northern New Jersey. He has spent much of his time in and around New York City, especially Asbury Park, a seashore resort popular in the 30's and 40's but now possessed of an aura of decay.

Springsteen's songs are a tableau of lonely cityscapes shattered by violence and suburban flights to freedom in beaten up old 'chevys."

One should not be tempted, as so many attempt to do with Dylan's, to seek cosmological significance in Springsteen's lyrics.

They are, however, the most vivid images of, if not a current phenomena, at least one of the near past. Springsteen paints a far more vivid picture of the American subculture of cars, motorcycles and drag races down 'highway 9' than the Beach Boys could in their tributes to "Little Deuce Coupes" and '409's.'

He writes of the love-hate relationship with death traps, wheels which provide the only access to freedom and glory for the boy in the street (and his girl as well). The title track and the ballad "Thunder Road" in which a prince in a four-wheeled steed comes to rescue a languishing woman typify this theme.

Fireworks on Vinyl

"Jungleland," the longest cut on the album best portrays the bleak city scenes of which Springsteen speaks,

'neath that giant Exxon sign
That brings this fair city light.

The scene flares to violence "in a real death waltz", as the city coldy absorbs the entire incident, unchanged by it.

Springsteen and his E Street Band perform one of the most exciting acts anywhere and "Born to Run" admirably captures the the fireworks on vinyl—at least as will as the visual can be caught.

The amazing tightness of the band or Springsteen's stage antics are impossible to reproduce, but the able production of Jon Landau (formerly of Rolling Stone Magazine), Mike Appel, and Springsteen shows the latter's mastery over just about every facet of rock 'n' roll.

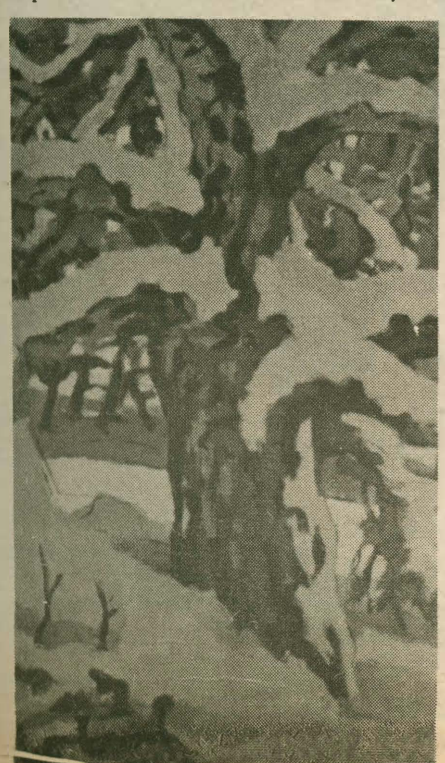
Early rhythm and blues dominate a couple of numbers, most notably "'Tenth Avenue Freeze-Out" where keyboards and the sax of Clarence Clemons join to give a strong dose of early 60's soul.

The California sounds of the Ventures and other groups 'Born to Run," and early rock 'n' rollers like Bo Diddley provide inspiration for "She's the One."

Though I've taken your time writing about the lyrics, I feel "Born to Run" is probably the best rock and roll album so far this year.

For above all, Bruce Springsteen plays gutsy rock 'n'roll, setting him far apart from the troubadour- poets like Dylan.

Springsteen with sax player Clarence Clemons.

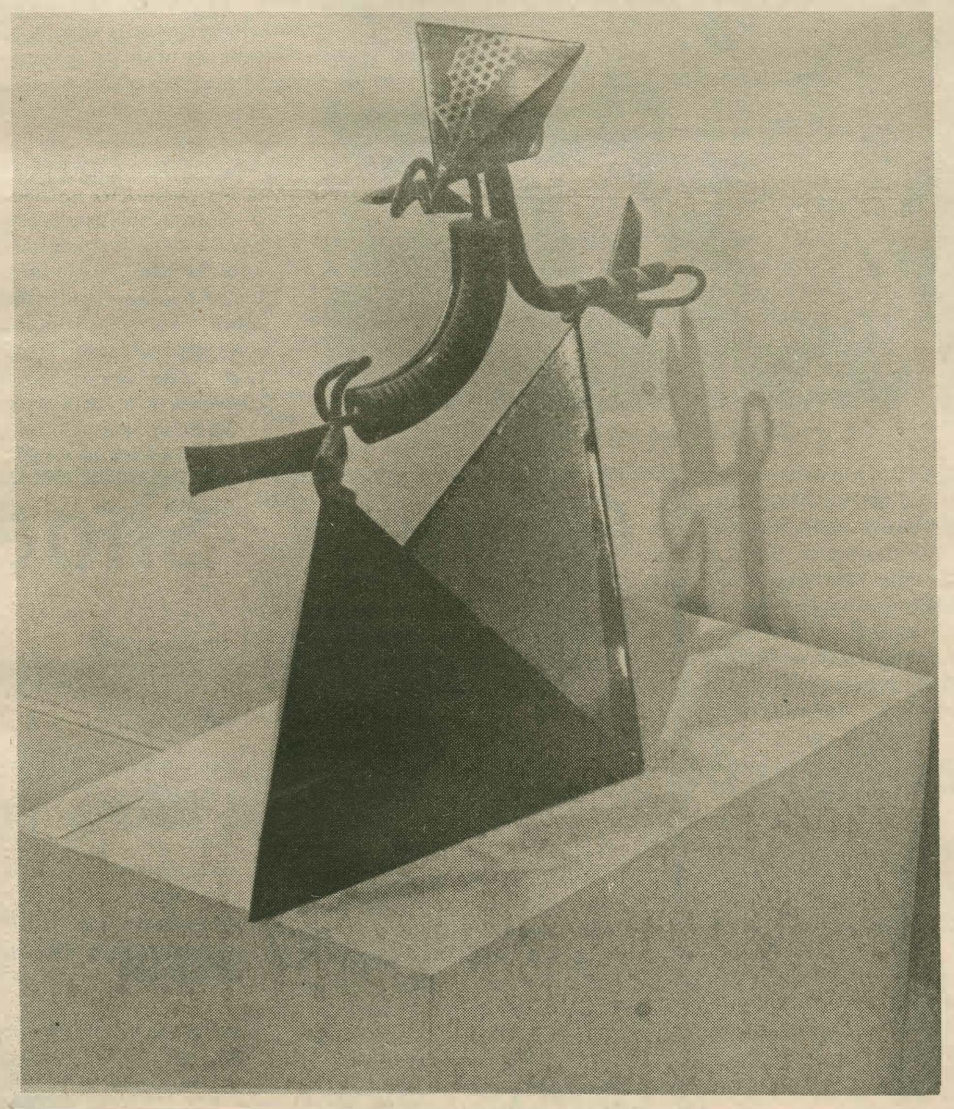


Diverse Forms Enliven Exhibits

The Root and List Art Centers and the Bristol Campus Center are currently hosting exhibitions by a guest artist, students, and faculty members.

Most of the art faculty on the Hill are represented in the exhibit at the Root Art Center on College Hill Road. Art Center Supervisor Lettie Tourville said that the Joint Exhibitions Committee which supervises campus exhibitions, tries to set up a faculty show once every two years to keep the students aware of the various talents of their instructors. The committee is chaired this year by Stephen Leibman, assistant professor of film at Kirkland. The school is also represented by William Salzillo, assistant professor of visual studies.

Hamilton is represented by David Wright, acting chairman of the art department, Professor of Art James Penney, Bristol Center Director Andrew Wertz, and Tourville. Two students, one each from Hamilton and Kirkland, will be appointed to the committee shortly.



Other exhibits featured at the RAC are set up by the Munson-Williams-Proctor Institute in Utica or by nearby schools and institutions such as Colgate University. The Smithsonian Institute and the Metropolitan Museum of Art in New York also arrange travelling exhibits which are sometimes on view at the RAC.

Exhibit organizers would like to feature more one-man shows, said Tourville, but they must work within a limited budget.

Exhibit Funding

The current RAC show, which reflects the varying attitudes and styles among and between the members of the Hamilton and Kirkland Art departments, will close October 12.

David Bumbeck, assistant professor of art at Middlebury College, is the subject of the Current List Art Center exhibit.

Bumbeck is a printmaker whose work is "primarily figurative," said associate professor of painting, drawing and printmaking, Bruce Muirhead, a friend and former teaching colleague of Bumbeck.

The artist works generally with the intaglio process, said Muirhead, combining a variety of techniques such as dry point, engraving, etching, and aquatint. Bumbeck, a member of the Society of American Printmakers, is the Director of the Johnson Gallery in Middlebury. His show will close Septmember 28.

Student Loans

The Bristol Campus Center is now hosting the annual Student Loan Exhibit, which was originally donated by the school library. The collection now remains in Bristol and is increased annually. The 200 pieces are on view in the second floor lounges of the center. On September 21 and 22, interested students will be able to rent them for the year.

Bristol Director Andrew Wertz said that this is the first of a series of opportunities for student to obtain art works on campus. Other such opportunities are scheduled monthly through the semester, said Wertz.

events

FILM

On Campus This Weekend

On the Waterfront starring Marlon Brando. Friday and Saturday at 8:00 p.m., Sunday at 10:00 p.m. Kirner-Johnson Auditorium.

September 15 (Monday)

African Film Festival. Introduction. "Report from Africa (See It Now)" and "Africa: Cornerstone for Survival." 7:00 p.m. in the Science Auditorium.

September 16 (Tuesday)

Mathematics Film Festival. "Continuity of Mappings" and "Maurits Escher: Painter of Fantasies." 2:30 p.m. in Room 366 of the Science Building. **(Also Wednesday)**

At Nearby Theaters

Cannonball (853-5553) *The Return of the Pink Panther* (G)

Cinema Theater-New Hartford (736-0081) *Jaws* (PG)

Cinema Theaters-Riverside Mall (735-9223) *Funny Lady* (PG) *Nashville* (R), *The Other Side of the Mountain* (PG).

MUSIC

September 16 (Tuesday)

Concert by the Cincinnati Early Music Consort. 8:30 p.m. in the Chapel.

LECTURE

September 18 (Thursday)

Lecture by David Bumbeck. 8:00 p.m. in the List Recital Hall.

RELIGIOUS SERVICES

September 13(Saturday)

Newman Mass. Father Paul Drobin. 5:30 p.m. in the Kirner-Johnson

September 14 (Sunday)

Newman Mass. Father Paul Drobin. 9:30 a.m. in the Chapel.

Free Church of Clinton Services. Warren E. Wright, Professor of Speech, Hamilton College. "In Praise of Fig Leaves." 11:15 a.m. in the Chapel.

September 15 (Monday)

Newman Mass. Father Paul Drobin. 12 noon in the Chapel. (Also Tuesday, Thursday and Friday.)

September 17 (Wednesday)

Bible Study. 9:00 p.m. in the Alumni House.

EXHIBITIONS

Currently on Campus

Student Loan Collection. Bristol Campus Center Lounges. (Closes September 21.)

David Bumbeck Prints. List Art Center. (Closes September 28.)

Hamilton-Kirkland Art Faculty Exhibition. Root Art Center October 12.)

Kirkland Woman Raped

continued from page one

willing to help out. The distribution of stickers will be carefully monitored, said Poller.

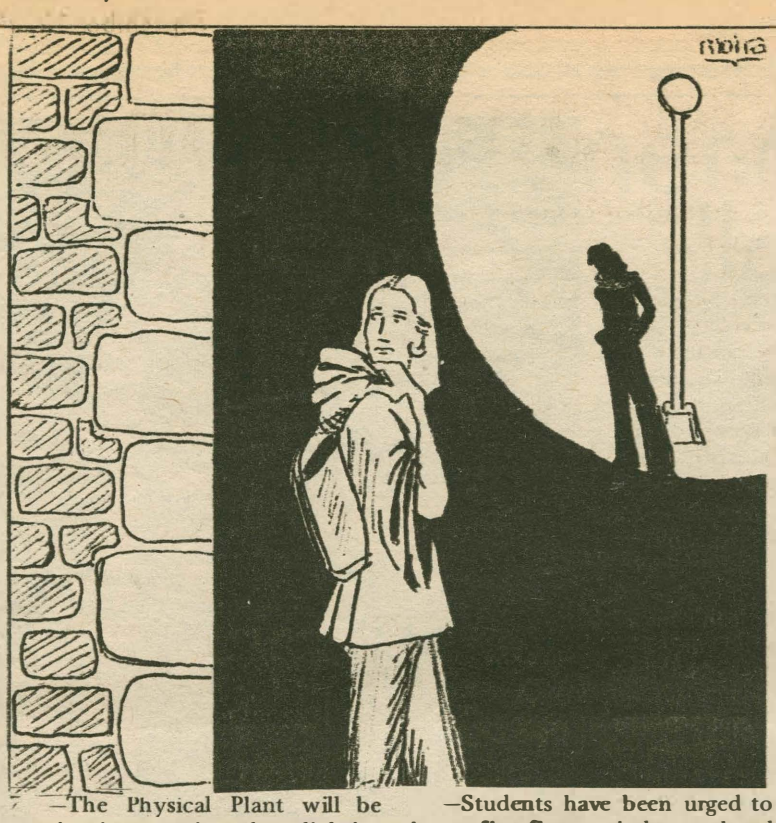
Poller announced that the following other precautions have been taken:

—The Kirkland Auxiliary Services Committee, under the direction of Miye Schackne '78, has worked out and distributed a survey to ascertain the days and hours which students would most likely utilize a jitney service between the campus and Clinton.

More ID Cards

—Computer identification cards, similar to those issued to students, will be issued to all faculty and staff of the colleges as a means of internal security. Also, each dormitory and security van will be equipped with a dormitory roster to insure that guards do not let someone into a room that is not their own;

—A volunteer committee of Hamilton and Kirkland students has been formed to start an informal escort service to Kirkland students walking to and from distant campus buildings at night. (The committee will meet this Sunday at 7 p.m. in a K-J lounge). This service hopes to expand upon the short-lived Fraternity Escort system which operated last year;



—The Physical Plant will be reviewing again the lighting conditions on both campuses. Poller stated that she and Grounds Superintendent Gerald Leuiken will take their "unfortunate semi-annual midnight stroll together" this week;

—The Women's Health Committee will be sponsoring self-defense courses and also will be maintaining a folder on emergency procedures which men and women are urged to see;

—College security vans temporarily have extended their runs past the blinking light to the Shell station, and will pick up student hitchhikers if needed;

—Students have been urged to keep first-floor windows closed and not to prop open dormitory entrances.

"I think we are doing all that we can do," said Poller. "If there's more that we can do at this point, then let us be aware of it."

"Safety of the campus is a shared responsibility. When incidents like this occur, people either think that 'it'll never happen to me' or they feel paranoid," said Poller.

"The very best means we have is to have a very supportive feeling to each other on the campus," she said.

Hub Begins New Year With Expanded Program

By KATHY HECHT

The Hub, attempting to succeed where others have failed, has begun its first full year as Kirkland's student information center with new plans and ideas.

Formed last spring by four students, the Hub was first met with much skepticism by the community because several previous attempts to create such an office had been unsuccessful. The initial apprehension, however, has now subsided due to the office's stronger sense of organization and purpose.

The Hub gets its name from the central role it hopes to play on this campus. Its goal is to be able to answer any question a student may have pertaining to courses, social events, campus offices, and community and student services.

"The Hub tries to get to the problems, to the little things, and tries to clarify them," said Karen Harris '77, one of the center's organizers. "It gets people working together, and gets people to realize that this is a community," said Harris.

Last year, the center kept registration forms on hand, gave out change and matches, held a symposium on International Women's Year, gave out political and women's materials, and registered animals. The Hub also kept a file of available day-to-day services such as typing, hair cutting, and dog sitting.

This year the Hub will resume all the services that it offered last year as well as a few new ones. The center plans to have a book stand that will include used books for sale on display along with maintaining a logged library. For each book sold, the Hub will take only 10 % of the revenue, with the remainder going to the seller.

In addition to registering animals, the Hub will receive complaints and will keep a file on the name of veterinarians in case an animal needs medical attention. The Hub also will have a master calendar for Kirkland which will coordinate the information with the Bristol Center. Also, the Hub plans to sell Tampax. If its budget allows, the Hub will resume its Friday afternoon Happy Hour, an informal beer and pretzel get-together.

Although it is open now, the Hub will not be in full operation for about another two weeks, according to Harris. As of now, there are about twenty-five people who have volunteered their help, and ten more staff positions still need to be filled.

The history of the Hub started last semester as a result of a month and a half of planning by four students: Mary Byrne, Hillary Honig, Maggie Landau, and Harris. These four had gotten together as a result of a Student Caucus Meeting called by Harris to discuss any gripes, or problems with the Kirkland community. About 65 people attended the meeting, and a complaint that was shared by many was that there was a need for a student information center. The four students thereby worked out a plan to organize and staff the Hub, which opened one week after Spring vacation.

Kirkland Classes Overflow

By KAREN KRUGER

Calling fall registration at Kirkland "a mess" that none of us should have to go through again, Assistant Dean of Academic Affairs Margaret Townsend said she is working to make sure the problems of oversubscribed classes do not recur for the spring semester.

In most incidences, the major problems arose when too many students were allowed to register for certain classes.

One example is the intermediate dance class at Kirkland. Thirty people were allowed to register but 10 had to be dropped on the first day of class. Another prime example is the case of a writing class where the professors received two class lists—one with 26 names on it and ones with two names. The class size had to be limited to 12.

Registrar Palmer Fargnoli blamed the difficulties on defective computer punch cards and processing problems. The registrar felt that "there were very few errors" in comparison to the successful registrations . He estimated the errors number 60 to 65 and involved about 30 people. He considered this to be a small effect.

However, the registrar did think that the situation is being seriously looked into and improvements are in the workings. He said that registration is a massive operation and that the procedures seem to be getting better each semester.

Townsend also seemed concerned about the fact that many Hamilton freshmen who wanted to register for Kirkland classes had to be turned down because they registered late on registration day. Townsend said that everyone is working to the utmost to be sure that this type of confusion does not recur in the next registration.

A crowded Kirkland art class

NSF Fellowships Offered

Research fellowships sponsored by the National Science Foundation (NSF), until recently available only to faculty, will be open to application from undergraduates at Hamilton this year, Dean of the College W. Lawrence Gulick has announced.

NSF invites student-designed and student-initiated research projects in the natural and physical sciences, mathematics, and some social science.

Students with junior rank can submit proposals in writing which describe the project and estimate costs for the project. Department chairmen have further information, Gulick said.

Post-Graduate Awards

By MARY BARSTOW

Applications for the Fulbright award and Watson fellowship programs are now available in the office of Channing Richardson, chairman of Hamilton's government department. The programs are open to seniors, Richardson said, adding that the application deadline for both is Oct. 13th.

According to a news release from the Institute of International Education, the Fulbright program offers awards, administered by the Institute, for research or predoctoral study. It is primarily an academic award, Richardson said. He said that a letter had been sent to the top twenty Hamilton seniors, explaining the Fulbright program to them and encouraging them to apply. "Men with extremely good averages should apply", Richardson said.

The Watson award is not strictly an academic award, Richardson said. According to the Thomas J. Watson Foundation, the program provides a $7000 grant to "enable college graduates to engage in an initial post-graduate year of independent study or travel abroad..of their own devising." Hamilton may nominate four candidates for consideration.

"Interested candidates should see me right away", Richardson said.

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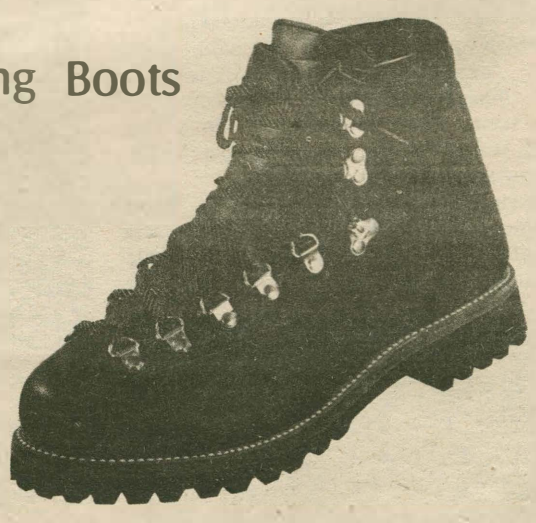

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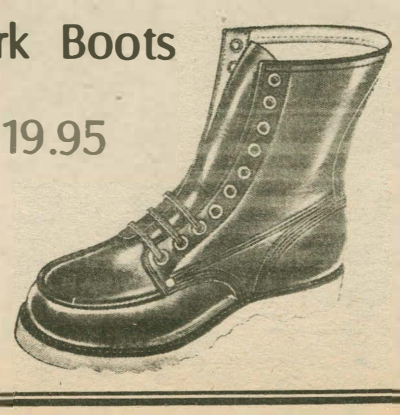

All Weather Footwear

Kirkland Sports Expand

By PAUL HULLEBERG

Kirkland now has the foundation of a truly organized sports program in Susan Luizzi, the college's first full-time athletic director. She is certainly capable, being an excellent and versatile athlete herself. And one need spend only a moment with her to realize that she has the necessary enthusiasm.

Her enthusiasm is shared by Comfort Richardson, who until now has kept the ball rolling at Kirkland but has been unable to make it a full-time job.

Comfort is still the tennis coach and Miss Luizzi will handle the field hockey team. Her players seem to respond to her enthusiastic shouts of orders, criticisms, and encouragement, "coach- like" qualities that have never been found at Kirkland before.

Her responsibilities involve a litter office work and in the winter she plans to organize an informal, recreational swimming program. But according to Richardson, the winter program remains uncertain because of unorgainzation due to the fact that Kirkland has no lockers at the Hamilton gym. Should they be able to somehow put together a pool program, Richardson also mentioned the possibility of an informal water polo team.

Comfort's netwomen have 7 matches scheduled for the varsity and 6 for the J.V. The first varsity match is on the 23rd at home against Colgate, a perennially strong squad. Mrs. Richardson said that Kirkland has always had a "very good relationship" with the Colgate Athletic department. She also maintained that "our (Kirkland's) emphasis is on fun." She said that she will play seven women for each match but will carry ten on the squad.

This week the freshwomen have been playing a nine-point round-robin so that it can be ascertained what kind of new talent is available. Next week last year's holdovers will do the same. On the basis of previous performances, Rozi Root, Robin Becker and Polly Brazleton stand to make a solid contribution.

A potential problem for the raqueteers is that of transportation. Right now there is no jitney and Kirkland's budget cannot easily sustain the rental of buses. Richardson says however, "The problem will be solved, one way or the other."

Field hockey has four games scheduled, with the first at home on the 25th against Herkimer County Community College. Both Miss Luizzi and Comfort seem pleased with the enthusiasm but says Comfort, "We are playing largely at the J.V. level because we are so new." The team is also going to be missing its star goalie, Gays Smith, who is spending her junior year elsewhere.

Basically, Kirkland has an all-new sports program. Sue Luizzi has expressed a committment, shown a lot of desire and the changes for the better are already noticeable. At this point, it seems that there is no place to go but up.

Cheerleaders Set

By TRACEY SHOOLMAN

Kirkland's cheerleading history has been rather a grim one.

Scott Belleman, who was a freshman at Hamilton during Kirkland's first year, believes that Kirkland's cheerleaders at that time started out seriously. As the year progressed, however, they regarded it as a joke. Mr. Belleman stated that it became merely a comical event.

This initial fiasco seemed to have ruined the entire scheme of cheerleading at Kirkland. Three or four years later another brave attempt was made to reinstate cheerleading. This try also failed because "The girls were being razzed by the guys."

The current interest in a cheerleading team was instigated by freshwoman Carlene Overbacker. She feels that cheerleaders could really affect the team's morale. So far, according to Carlene, all of her teammates are enthusiastic about the prospects.

Comfort Richardson, though at first noncommital, now backs Carlene as she feels it would inspire the team. The Hamilton coaches are, of course, for anything that might aid the effort.

Few (but enough) Kirkland students appeared at Wednesday's meeting. Also attending were members of the Clinton High School team; Robin Hyde, a Clinton resident and former professional cheerleader, a Kirkland graduate; and Scott Belleman, current director of Hamilton alumni affairs.

The discussion included comments on uniforms, with approximate cost for outfitting twelve cheerleaders at one thousand dollars. Home-made outfits were suggested due to cost.

A comment was also made concerning the formation of a male cheerleading squad for Kirkland games.

The "team's" current plans include practice sessions (Sat. at 10 A.M., Mon. at 7 P.M. by Robin Hyde) and an appearance at Hamilton's first home game, September 27. If cheerleading is successful future plans would include taking cheerleaders on tours.

Soccsters See Climb to Top

By PETER LINDER

When you talk about the Hamilton soccer program, there is nothing to get terribly excited about. The Blue have no fleet-footed Germans, twinkle-toed Africans, or dazzling Englishmen. The coaching "staff" is barely adequate. And the budget is so slim that the team never ventures beyond New York State borders. Over the past fifteen years or so, the best season record came last year as the "Nentals" cruised to a post-season ECAC tournament bid. But one should really look at the other side of the coin. Last year, the booters won eight of eleven games, losing only to Rochester (1-3) and Union (0-1). About fifteen of last year's lettermen—including tri-captains Kerry Regan, Walt Stugis and David Church—returned to the pre-season training camp. In addition, many of last years most dedicated subs are back.

And finally, one of the biggest additions to this year's squad is the return of Tom McLoone (having taken a junior year at home program). With these, and other good omens you almost have to think optimistically about the upcoming season.

Although there have been 35 players out to practice since the pre-season, the depth of the squad is unfortunatley questionable. Also, as with any other team, they have had their share of injuries.

Two of the team's starters (McLoone and Stugis) are among those ailing. McLoone has been nursing a thigh problem and Stugis has a sore knee.

With less than a week to go and only two scrimmages under their belts, nobody knows if they'll really be in top form for this season opener. Even Coach Von Schiller has his reservations; the starting lineup is still in limbo, and the injury list seems to be increasing. You really can't tell at this point, says the Coach, and we'll just have to wait for the opener next Thursday.

In a scrimmage with Morrisville this past Monday, the Continentals had a frustrating, yet fairly successful go. Although the score was 1-1 (Morrisville scoring in the final minutes) the Blue were outshot 27-13 and had only 3 corner kicks compared to Morrisville's 8.

This doesn't say too much for the offense, but the defense was fairly impressive. The only Hamilton score came on a fine pass by junior lineman Chip Williams to senior Dan Daley, who slammed it home. Most of the starters were from last year's squad: Dan Zweener, Dan Daley, Chip Williams and Peter Follansbee on the line; Dave Church and Bruce Peckham at half; and Kerry Regan, Walt Stugis, Randy Williams and Tom McLoone at fullback. Gary Neville excelled in goal.

Seniors Bill Foley and Ned Drinker worked quickly into the lineup as did freshmen prospects Kenny Han and Nick Grande. All in all, it was a decent effort andd gave the coach a good look at his squad.

The only was to find out exactly how good the booters are this year is to come out to the games. They have a scrimmage this Saturday against Canton (N.Y.) and will follow with regular-season games against Oswego (Thurs., Sept. 18), Rochester (Sat., Sept. 27), Eisenhower (Sat., Oct. 11), Clarkson (Thurs., Oct. 16), and the season finale with Hobart (Thurs., Oct. 30).

New Rules Hurt Long

continued from page twelve

mono, while Junior Charlie Hudson has been forced into premature retirement because of cramping knee-pains.

While the top talent of this year's squad may mot compare to that of previous seasons, Long takes pride in the fact that there are no "lantern carriers" on this team (for the neophyte, a lantern carrier is one who needs a lantern to finish his roadwork).

The Continental harriers have accumulated about 260miles of running during the past two weeks, done at a "tolerable pace".

Long has a lot of depth to work with, but he will unquestionably be hampered by the new NCAA personnel guidelines which limit Division III cross country travelling squads to 9 runners (eleven for the home team).

As a result, the coach is trying to beef up the JV schedule to provide ample competition for his crew of fifteen harriers.

The Athletic Department is urgently in need of a cameraman to film all football games, fall of 1975. Experience with a Super 8 camera desirable; salary commensurate with experience. Please contract Gene Long in the gym office if interested.

Coach Jones Optimistic

continued from page twelve

Linebacking duties will be handled by juniors Mark O'Brien, John Cunningham, and Nick Lore. Senior co-captain Gary Smith is outstanding at defensive back along with sophomore Mike Logal, and possibly back-up QB Glenn.

"Nobody ever wins without defense, and the defense controls a lot of what you do on offense," Jones explained. "In the first few series we usually find out if the defense can handle their offense fairly well. If it can, then it opens up our offense, and we can gamble more."

Jones is optimistic that 1975 might be the turning point in Hamilton's football fortunes after back-to-back 0-8 years and a 21-game losing skein.

"I'm not at all displeased with the talent recruited in this freshman class. The opportunity to improve is here, and I'm happy. If we get a good group of people next year, we'll be on the way back into the ball game. The recruiting situation is maddening. So many big schools take so many players that never play for them.

"With an incoming freshman class of 250 every year, there's not much room for recruiting here. A school like Union, with, say, 500 in each class, can get about ten more good players every year, which makes a big difference. We want to win like everyone else, but we have to do it our way."

Jones has that Mississippi riverboat gambler's attitude this year; he'd like to get the program back on its feet in one season. With more variety in the offense and an upswing in recruiting, Hamilton's football reputation will soon be on the rise.

There's no way it can get any worse.

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Sports **SPECTATOR** Sports

Blue Attack Enhanced Victory Within Reach

By FRED ACKERSON

With a rejuvenated offense and a talented crop of freshmen, coach Don Jones faces the upcoming campaign with an eye on starting Hamilton football back up out of its firm position in the college football cellar.

The brightest star from last year's winless club, sophomore quarterback Tom LaFountain, should feel at home at the controls of Jones' wide-open offense.

"LaFountain's been putting more zip on the ball every day," according to Jones. "I'm also pleased with the way Glenn (Bill) and Schmollinger (Mark) have come along as freshmen at quarterback."

"I've always used a wide-open offense with a lot of passing," Jones pointed out. "But it won't be our objective to go out and prove that we can throw the ball. The problem we've had here for the past few years is the inability to run. I hope this multiple offense can open it up for us; it has merit."

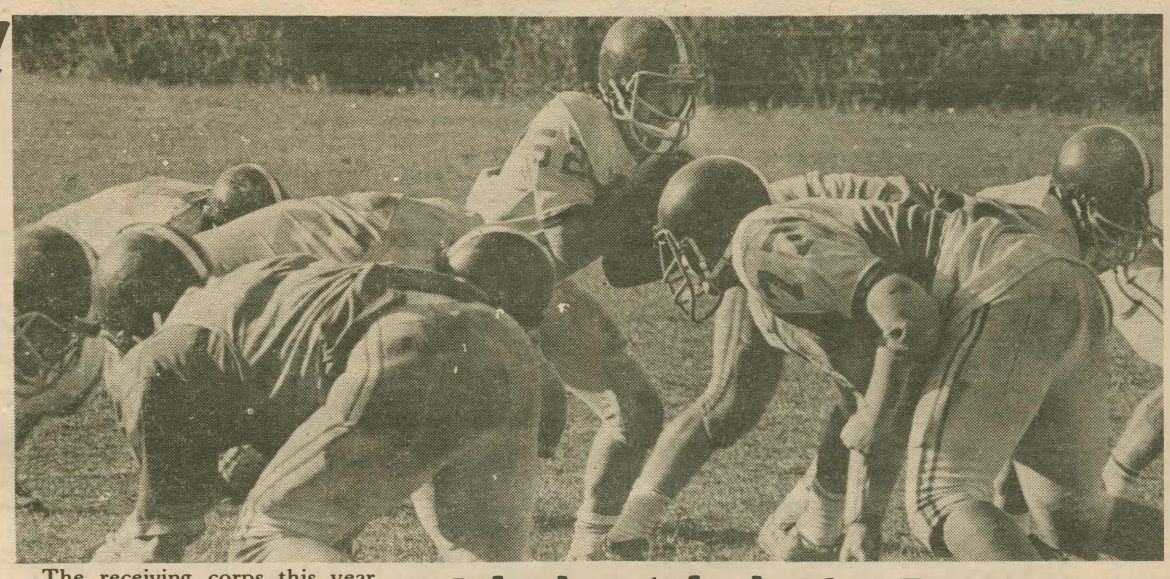
The Continentals will operate out of a variety of sets, using the split backfield and double wing with one or both ends wide and the wingback in motion. At running back is freshman Bill Romaine, while sophomore Steve Hajec has a lock on the fullbak spot. Sophomore Dan Waldron will handle the wingback chores, while Pete Scavongelli and Mark Annunziata, a pair of freshmen, will see plenty of action.

Run to Daylight?

Last year's 110-yards-per game rushing output impressed no one, and Jones is counting on Romaine and Co. to provide more speed and a ground attack to keep the opposition from concentrating on stopping LaFountain's aerial strikes.

"When we had good ball clubs, we did both things well. We were able to pass well because it was unexpected. This year I want a much higher percent of completions, and a lot less interceptions."

Last year Hamilton opponents ignored the running threat and picked off 23 LaFountain tosses, nearly three per game.



The receiving corps this year includes 1975 leading receiver George Gramaglia (32 catches, 374 yds.), junior Dave Pisanelli, and sophomore Phil Lowe, who seems to have found a home at end after trying a number of spots last year.

The offensive line is experienced and should show an improvement this year. Soph Stanley Foo and talented freshman Mike Tamulis occupy the tackle slots, while junior Walt Kizielewicz and senior Steve Haweeli anchor the unit at the guards. At center is soph Mike Ricci, while junior Steve Nee backs up at tackle and freshman Joe Erven at guard has played well despite an ankle injury.

Defense the Key

The offense has proven it can score points, but that'll be of little consequence if the opposition continues to score at last year's 28-points-a-game clip. Much of that total can be attributed to the Conts non-existent running game, which forced opponents into ball-control strategy and kept the Buff and Blue defenders on the field for the majority of every game.

Senior co-captain Don Armstrong, at left tackle, and junior Don Oyer, in the middle, will lead the defensive line. Sophomores Mark Marinelli and Dale Sweet, recently moved from fullback, are vying for the right tackle spot, while soph Sam Tarantino and freshman Tom Saeli are listed at the ends.

continued on page eleven

Sports Editorial
Pigskin in its Place

In the September 8 issue of Sports Illustrated appears a timely article on Ivy League Football—timely for Hamilton College and its 21 game losing streak, longest in the nation as far as we can determine.

George Plimpton's article should be required reading for everyone who has the least bit of interest in football on the Hill, from the administration down through Coach Jones, the players, students and alumni. What it does is to put the football situation in perspective.

There is no question but that the past two and one-half seasons have been trying ones for Continental fans. The standard of Buff and Blue was left trailing tattered in the dust every Saturday afternoon, as the Continental eleven at times found incredible means of snatching defeat from the jaws of victory.

Granted, it's hard to smile through one's tears, but the feeling here is that many have over-reacted to the winless string. Just recall the letters from "outraged" alumni that appeared in last year's Spectator.

Isn't it a mite ridiculous, as one alumnus proposed, to withold all financial support to the college until the football team wins a game? We feel sorry for any person (or institution) that must identify himself so strongly with a "winner".

Plimpton's article describes how the Ivy League, in 1956, decided to de-emphasize football and athletics in general. The prevalent feeling among the Ivies at that time was that academics were in danger of taking a back seat to the sports programs. The result was that national schedules and ranking were eliminated, and the policy of granting athletic scholarships solely on the basis of need was continued.

Needless to say, this was a gut-wrenching decision for the schools that had virtually established collegiate football. Predictably, it was opined that pigskin was an endangered species on Ivy campuses.

Nothing of the sort has happened. Of course, the atmosphere is different than at football "factories" like OSU and Michigan State. Here football definitely takes a back seat. An informal attitude prevails among players, fans, cheerleaders and the band (shades of Buff and Blue!).

Now, according to Plimpton, "many observers believe that the Ivy League's adoption of a more balanced concept of football may be as important to the progress of the game, and perhaps to its future elsewhere, as what the colleges provided at its genesis."

What does all of this have to do with Hamilton College? Simply that the school is making the right decision in joining the NESCAC (New Endland Small College Athletic Conference), where we will be up against colleges with similar resources and aims.

The probable benefit of such an alliance is evident in Ivy League football.

A long losing streak is no excuse for pushing the panic button. These things go in cycles, and Hamilton is at the nadir right now. But the losing streak will end this year, or, if not, certainly next season. Then, all connected with the college will be grateful that the basic philosophy of Hamilton was not altered just for the purpose of making a few Saturday afternoons a little brighter.

On the eve of this football season, the college should reaffirm its priorities: academics first, football second. Calvin Hill, formerly of Yale and the Dallas Cowboys, and now a member of the WFL's Hawaii franchise, speaks of such a need in Plimpton's article: "For many of my friends in football, coming to camp was no surprise at all, because in their college there was nothing else but football. That's very sad."

Well put, Calvin.

Harriers Open

Led by Bruce Carter and John Schmeyer, along with a cast of thirteen others, the Hamilton cross-country team opens its season tomorrow with an exhibition meet here involving MVCC, Morrisville Community, SUNY Oneonta, Hartwick, and Lemoyne.

Coach Gene Long calls the meet a "three, two one for fun." In layman's language, this means that the harriers will run a three-mile stint, rest for ten minutes, hit the course for another two miles, take another ten-minute breather, and finish off with a mile-long sprint.

The Continentals open for real one week later, when they contest R.P.I. at home.

Carter and Schmeyer figure to run one-two, while the rest of the evenly matched talent-laden squad battle for position. Seniors Matt Scott and Joe Terranova are up near the top, along with much-improved Charlie Hathaway and Kirby Joss. Dave McGowan is the top freshman on the team.

Guido Adelfio is trying to battle back from a severe case of

continued on page eleven

Nobody Asked Me But...
Middle March

FEINGOLD AND SHOEN

Writing a sports column, at times, can be very frustrating. Especially when you've picked the Yankees to win two years in a row, and you realize that you won't be around to see the results of your third prediction (which most likely will be written next April—with or without Cesar Cedeno, Larry Bowa, and a host of others).*

And then someone once said that the absence of cheerleaders at certain schools was a virtue, that the big bass drums, the megaphones, the men in dresses, and the women in pants twirling batons and waving pom-poms had no place in the atmosphere of a small college for men where competition is supposedly an excuse for itself.

I've walked around campus lately, noticing all of the paperbag signs, in lavender and red, announcing the formation of a cheerleading squad. Isn't that cute, I said to myself. But, then, quickly, my nostalgic feelings of high school—the vivid memories of the jocks surrounded by the pimply, flaxen-haired cheerleaders— was replaced by an unbelieving What?

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Not knowing many of the particulars, except by rumor, I think that these young ladies would like to cheer at Hamilton's football games. So many images passed through my mind—can this be the same Kirkland College that attracted women of individuality and non-comformity? Are these the same women who were written up in Life Magazine not so many years ago because of these very same virtues?

Perhaps this one event signals a new change in the social structure of the Hill. Maybe Colgate men will roll to Kirkland now. Perhaps Kirkland will get a sorority. And I can just envision the Senior Ball of 1981, when the captain of the football team and his white teeth escort the Homecoming Queen (who, along with being the captain of the cheerleaders, was Miss Wampsville of 1979).

Given the present state of Hamilton football, what is there to cheer about? The standard cheers will soon prove ineffective and I can just see them yelling:

"We want La Fountain,

Not a glass of water."

Or, when linemen number 69 recovers a fumble,

"69 is divine.
69 is divine."

Ad nauseum.

* * * * *

I grew up with women who only took off their eyeshadow to cheerlead. Kirkland was different. Kirkland women were different. And, although our older colleagues couldn't appreciate this difference—the non-appreciation that kept me in fear for a good portion of my freshman year—I learned to accept and to understand the independence and non-conformity of Kirkland students: the drive and ambition that has permanently altered my views of all women.

Although this cheerleader thing is, hopefully, an isolated incident, it still saddens me in a way I can't really describe. I'd feel better if they used the money (after all, they're going to need money if they want to be outfitted in buff and blue rather than just in the buff) alloted for cheerleading to start their own football team. Or fix the jitney. Better anything, almost anything, than cheerleaders. It's still not Skidmore West. And Hamilton College still isn't Notre Dame.

* This is as close as we'll come to saying we may have been wrong last spring. And the spring before that. And...

Intramural Report

The Intramural trophy for the 1974-75 season was won by Delta Upsilon in a close race with DKE. The final standings were:

DU 48 points
DKE 42 points
Indy 33 points
Psi U 25 points

DU won on the strength of their championship teams in football, swimming, cross country and handball as well as runner-up squads in track, golf, and squash.

DKE fielded championship teams in golf, softball, volleyball, and badminton, as well as finishing second in hockey.

This year's trophy race will begin early this week with intramural football. Check the intramural bulletin board at the gym on Monday for schedules and other information.